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ABSTRACT

This series of 14 technical reports was prepared to provide baseline information concerning the three institutions comprising the San Mateo Community College District (SMCCD)--their faculties, staffs, and students--for use as background material in preparing a district master plan. The reports are published in two volumes and are based on the results of several research surveys, enrollment data, personnel records, college catalogues, state and federal government reports, and a review of SMCCD facilities and services. The reports include: (1) a comparison of the mission statements of SMCCD and the three district colleges; (2) a report on a community needs assessment questionnaire; (3) a report of perceptions of SMCCD held by 14 selected groups; (4) a report on an occupational needs assessment survey; (5) a projection of SMCCD student enrollment (1975-1980); (6) a comparison of 1969, 1971, and 1973 student profiles; (7) a certificated staff profile; (8) a report on administrative functions and patterns; (9) the demographic data base of SMCCD; (10) a comparison of SMCCD programs for 1969, 1971, and 1973; (11) a description of SMCCD learning resources; (12) a facility review; (13) a description of student services; (14) a description of community services. The individual reports include tables of data, survey instruments, or excised sections of policy statements, where applicable. (NHM)

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SAN MATEO COMMUNITY COLLEGE DISTRICT

TECHNICAL REPORTS

Produced by The
District Master Planning Staff

Volume I of Two Volumes

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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JC 760 250

June, 1975

FOREWORD

SAN MATEO COMMUNITY COLLEGE DISTRICT has made a major investment of time and effort during the 1974-75 academic year in the development of an Educational Program Master Plan to chart the course of Canada College, College of San Mateo, and Skyline College for the period of the next several years.

The District Master Planning Committee, composed of representative members of the community, students, faculty, staff, and administrators, was assisted in the preparation of its recommendations to the Board of Trustees by the District Master Planning Staff, a group of selected District faculty and administrators, together with staff members of Tadlock Associates Inc. (TAI), educational consultants.

This series of Technical Reports, published in two volumes, was prepared by the District Master Planning Staff to provide pertinent baseline information concerning the Colleges, their faculties, staffs, and students, and the County, for use as background material in the preparation of the recommended Educational Program Master Plan. It is intended that they be useful to the District, as well as other community agencies, in the development and continuation of a comprehensive ongoing planning effort to optimize community college education in San Mateo County.

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TABLE OF CONTENTS

► Volume I

1. Mission Statements
2. Community Needs Assessment
3. Perceptions of SMCCD Held by Special Groups
4. Occupational Needs Assessment
5. District Student Enrollment Projection (1975-1980)
6. Comparison of Student Profile (1969, 1971, 1973)
7. Certificated Staff Profile
8. Administrative Functions and Patterns

Volume II

9. Demographic Data Base
10. Comparison of Programs (1969, 1971, 1973)
11. SMCCD Learning Resources
12. Facility Review
13. Student Services
14. Community Services

Technical Report

Number 1

MISSION STATEMENTS

SAN MATEO COMMUNITY COLLEGE DISTRICT
MISSION STATEMENTS

Methodology

In order to determine what the mission statement is for the SMCCD we examined the 1974-75 Rules and Regulations of the SMCCD and the catalogs of the three Colleges. For comparative purposes we also examined the CSM catalog of 1961-62, choosing that year because it was then that the last major planning effort occurred. In 1961 College of San Mateo was the only college in the District, and therefore its statement was also the District statement. Our method of examination was to take from each of the documents any identifiable statement as to the philosophy, objectives, aims, and purposes of the institution. In all we found 23 statements, 11 classified as philosophy, and 12 called objectives in the documents wherein they appeared. After identifying these 23 statements we checked each of the individual sources to see if a given statement was or was not present. (See page 5.) In order to be on the list, a statement had to appear in at least one document, and some statements appeared in only one. Some of the statements were present (with minor variations) in all five documents.

The presence of a statement in all of the current catalogs and District Rules and Regulations is clearly an indication that this view or objective is common throughout the District. However, the absence of statement may or may not indicate its importance to an institution.

Underlying Assumptions

It is our assumption that the philosophy and objectives stated by the three Colleges of the District, and the statement of the District itself, do represent to a rather high degree the actual philosophy of the faculties and administrations of these institutions. Our assumption is based on the fact that each of these statements has been examined by groups of teachers and administrators during the process of preparation for accreditation. The catalog statement of 1961 is almost exactly the same as the statement wrought by the self-study committee of 1957 and therefore had withstood exposure and time. Whether the actions of the units are consistent with the statements will and should be the subject of other reports. However, we believe the statements themselves to be honest efforts to state a position. Data is currently being gathered through the Community Needs Assessment to determine whether the public, students, faculty, and administration are in agreement concerning the goals of the institutions.

Data Sources

Information for this report comes from the Philosophy and Purpose sections of each of the following sources:

- San Mateo Community College District, Rules and Regulations, Section 7.01, 1974-75 edition.
- College of San Mateo, Catalog, 1974-75.
- Cañada College, Catalog, 1974-75
- Skyline College Catalog, 1974-75
- College of San Mateo, Catalog, 1961-62
- San Mateo Community College District, Master Plan, 1961
- College of San Mateo, "Accreditation Self Study Report" 1957

Copies of the current catalog are readily available at each College. The most recent edition of Rules and Regulations has been distributed to the major administrative offices of the District. The 1961-62 College of San Mateo catalog is available in the CSM Library.

Summary and Conclusions

There is total congruence across the five sources in 11 of the 23 statement areas listed on the charts which follow. The highest levels of agreement are in those relating to citizenship in a free society, individual worth and dignity, individual and social obligations of the colleges, the educational value of student activities, the need for transfer and immediate employment programs, and the meeting of community educational needs.

Between 1961-62 (CSM catalog) and 1974-75 (SMCCD Rules and Regulations) there are only two areas of non-congruence; student needs and objectives as determinants of curricula and teaching-learning activities; and a statement indicating a commitment to helping students make up educational deficiencies. In both cases, the statements appeared in 1961-62 and have been dropped from current District Rules and Regulations. Only Skyline currently has a statement relating to making up educational deficiencies.

Cañada differs most from the other units in the District, and alone refers to student appreciation and enjoyment of our pluralistic cultural heritage, teaching students how to learn, the need for the college to exercise educational leadership by identifying needs, and the desirability of including all members of the College community in the determination of curriculum and policy. In addition only Cañada includes a reference to the structure of knowledge and inquiry by asserting a college commitment to the integrity of each discipline. The statement also includes a reference to the desirability of maintaining a balance between generalization and specialization.

Review of Existing Mission Statements

	PHILOSOPHY	CSM 1961-62	1974-75 STATEMENTS DISTRICT	CSM	CAÑADA	SKYLINE
1.	Free society requires intelligent support	P	P	P		P
2.	Individual has worth and dignity	P	P	P	P	P
3.	College has individual and social obligations	P	P	P	P	P
4.	Educational needs vary among individuals				P	P
5.	Each discipline has its own integrity and college maintains balance between generalization and specialization				P	
6	Organized student activities have educational value	P	P	P	P	P
7	A community college contains intellectual, vocational, avocational, and general public components	P	P	P	P	P
8.	Society is changing	P	P	P		
9.	College exercises educational leadership for its community by identifying and serving educational needs				P	
10.	Important to include all members of college community in shaping of class content, curriculum, and college policy				P	
11.	Student needs formulate the curricula; student objectives are the basis for the design of the teaching and learning activities.	P				

P = Statement is present.

Review of Existing Mission Statements

	GOALS/OBJECTIVES	CSM 1961-62	1974-75 STATEMENTS DISTRICT	CSM	CAÑADA	SKYLINE
1.	Help students reach academic vocational, and avocational potential	P	P	P	P	P
2.	Aid critical thinking	P	P	P	P	P
3.	Develop effective personal and social citizenship	P	P	P	P	P
4.	Personal and cultural development	P	P	P	P	P
5.	Complete the first two years of a four-year college program	P	P	P	P	P
6.	Students prepared for immediate employment	P	P	P	P	P
7.	Make up basic educational deficiencies	P				P
8.	Provide education beyond the high school level for those who can profit from it	P	P	P		P
9.	Students will appreciate and enjoy our pluralistic cultural heritage				P	
10.	Students will develop useful skills	P	P		P	
11.	Students will learn how to learn				P	
12.	College will respond to and meet the needs of its community	P	P	P	P	P

P = Statement is present.

Questions and Implications for Planning

1. Does Cañada's unique statement represent a philosophical goals position which requires special District responses to help fulfill the implications of its mission statement?

2. What is signified by the fact that the District has not greatly altered its mission statement in at least 15 years of great social change?

3. Are the mission statements, which are presumed to have face validity, recognizable in the programs, facilities, structures, and operations of the Colleges?

4. Should a mission statement focus on broad philosophical issues or on specific institutional goals, objectives, and functions?

5. What information is necessary to write a mission statement?

6. What is the purpose of a mission statement?

7. Should the mission statements indicate priorities?

8. Should the mission statements of all units of the District be the same?

9. With reference to the statements "personal and cultural development" and "useful skills," have the definitions of these terms changed so that while the language of the statements remains the same, the meaning of the statements has changed?

10. Does the disappearance of the statements recognizing student needs and objectives as determining curricula and teaching activities, and a commitment to making up educational deficiencies, indicate a change in the attitude of the District toward its mission?

11. What external factors, (e.g., Education Code, California Higher Education Master Plan, community needs and values) must be taken into account in formulating a mission statement?

Exhibit A

1961-62 CSM Catalog

Philosophy and Purposes of the College

The College of San Mateo has established its educational philosophy on three fundamental premises; that a free society requires intelligent support, that the individual has worth and dignity, and that a college has obligations to both society and the individual.

As a corollary to these premises, the College realizes that in its role of Community College it must remain sensitive to changes in the needs of its area and evolve its educational offerings in response to those needs.

In general the purpose of the College of San Mateo is to provide education beyond the high school level for the people in its area who can profit from it. This education is designed to help students realize their potentialities by cultivating their cultural and vocational abilities. It prepares the student to assume the responsibilities of citizenship in our free society. It attempts to develop in the student the ability to think critically.

To achieve its purpose, the College of San Mateo offers the following kinds of education:

> General Education: Instruction which will assist students to function effectively as individuals, as members of their families, and as citizens with local, national, and world responsibilities.
>
> Lower-division College Education: Courses which will enable students, including those who come with scholastic deficiencies, to complete the first two years of four-year college work. These courses satisfy the lower division requirements in the liberal arts and in the scientific, engineering, and other professional fields.
>
> Technical-Vocational Education: Training in skills which will qualify students for employment in business and industry.
>
> Adult Education: Classes in which all persons living in its area may broaden their educational, vocational, and aesthetic horizons.

To assist each student to profit most from his education, the College helps him to discover his aptitudes, to choose his life work, and to plan an educational program which will prepare him for that work. It offers this guidance through a formal program of guidance and counseling, and through informed student-teacher relationships, which are among the most distinctive and valuable of its services. The College recognizes the educational value of organized student activities and encourages student and faculty participation in these activities.

This statement of aims is not unlike statements in other junior college catalogs in the State of California. This is as it should be for the role of the junior college is now becoming rather clear in the State. If there is a single emphasis at this College it is upon the idea of the community college. The faculty and the governing board are determined that the college must be tailored to fit the community. Student needs formulate the curricula and create the basis for the design of the buildings which are planned for the future. It was for the students that this College was built, and it is fitting and right that their objectives should be the basis for the design of the teaching and learning activities which go on here.

Exhibit B

SAN MATEO COMMUNITY COLLEGE DISTRICT RULES AND REGULATIONS, 1974-75

CHAPTER VI

EDUCATIONAL PROGRAM

6.01 PHILOSOPHY AND PURPOSES

a. The colleges within the San Mateo Community College District have established their educational philosophy on three fundamental premises; that a free society requires intelligent support; that the individual has worth and dignity; that a college has obligations to both society and the individual.

b. As a corollary to these premises, the colleges realize that in their roles as Community Colleges, they must remain sensitive to change in the needs of the community and evolve their educational offerings in response to those needs.

c. In general, the purpose of each of the colleges within the District is to provide education beyond high school for people in the District who can profit from it. This education is designed to help the student become aware of his potentialities, stimulate his cultural interests, and develop his vocational abilities. It prepares the student to assume the responsibility of citizenship in our free society. It offers him the opportunity to assimilate an organized body of knowledge, to employ critical thinking and to construct an informed frame of reference.

d. To achieve their purpose, the colleges within the San Mateo Community College District offer the following kinds of education:

1. General Education
2. Lower-division College Education
3. Technical-Vocational Education
4. Adult Education
5. Community Services

e. To assist each student to profit most from his education, the colleges help him to discover his aptitudes, to choose his life work, and to plan an educational program which will prepare him for the work. The colleges offer this guidance through a formal program of guidance and counseling, and through informal student-teacher relationships, which are distinctive and valuable services. The colleges recognize the educational value of organized student activities and encourage student and faculty participation in these activities.

Exhibit C

COLLEGE OF SAN MATEO CATALOG, 1974-75

Philosophy and Purposes of the College

College of San Mateo has established its educational philosophy on three fundamental premises; that a free society requires intelligent support, that the individual has worth and dignity, and that a college has obligations both to society and the individual.

As a corollary to these premises, the college realizes that in its role of community college it must remain sensitive to changes in the needs of its area and evolve its educational offerings in response to those needs.

In general the purpose of the College of San Mateo is to provide education beyond the high school level for the people in its area who can profit thereby. This education is designed to help the student realize his potentialities by cultivating his cultural and vocational abilities. It prepares the student to assume the responsibilities of citizenship in our free society. It attempts to develop in the student the ability to think critically.

To achieve its purpose, College of San Mateo offers the following kinds of education:

General Education: Instruction which will assist students to function effectively as individuals, as members of their families and as citizens with local, national, and world responsibilities.

Lower-Division College Education: Courses which will enable students to complete the first two years of four-year college work. These courses satisfy the lower division requirements in the liberal arts and in the scientific, engineering, and other professional and technical fields.

Career Programs: Instruction designed to develop personal and technical competencies necessary for successful employment in specific careers.

Continuing Education: Classes in which all persons living in the area may broaden their educational, vocational, and aesthetic horizons.

Community Services: **Short courses, public forums, lecture series, small group discussions, institutes, concerts, and similar educational and cultural programs for the public at large.**

To assist each student to profit most from his education, the college helps him to explore his aptitudes, to choose his life work and to plan an educational program which will prepare him for that work. It offers this assistance through a formal program of guidance and counseling, and through informal student-teacher relationships, which are among the most distinctive and valuable of its services. The college recognizes the educational value of organized student activities and encourages student and faculty participation in these activities.

Exhibit D

CAÑADA COLLEGE CATALOG, 1974-75

Philosophy of the College

Cañada College holds that these beliefs and concepts are vital to the fulfillment of our objectives:

1. We believe that the individual possesses dignity, and we encourage him to recognize his worth and to make his own unique contributions to our society.

2. We believe that we must exert educational leadership in identifying and serving the educational needs of the community.

3. We recognize that each discipline has its own integrity and that the College has a responsibility to achieve a balance between specialization and generalization in the organizing and presenting of subject matter.

4. We think it is important to include all members of the College community in the shaping of class content, curriculum and College policy.

5. We recognize that students come to us with a variety of expectations and that they possess different degrees and kinds of intelligence and skills.

6. We believe the heart of the College to be the student and believe that close student-faculty relationships contribute to learning and to the kind of atmosphere in which learning can be reciprocal.

Objectives of the College

Specifically, Cañada College provides its students with:

1. Courses which will enable them to complete the first two years of college work in order to satisfy the lower-division requirements of four-year institutions.

2. Training in and improvement of skills, which will qualify them for employment in business and industry and in careers with public service agencies.

3. Counseling, tutoring and special programs which enable them to recognize and to deal with their special abilities, interests and needs so that they may make independent and mature decisions.

4. Classes and resource facilities in which all persons in the community may broaden their educational and vocational potential and enhance their cultural development.

In all of these courses and programs, we believe that we have the obligation to help each student:

1. To develop useful skills.
2. To think critically.
3. To learn how to learn, which, in addition to seeking answers, involves asking thoughtful questions.
4. To be responsive to persons and things in his immediate environment and to increase his skills in human relationships.
5. To appreciate and enjoy our pluralistic cultural heritage.
6. To re-examine constantly, in the light of increased knowledge and changing circumstances, his own and society's basic assumptions and objectives.

To assist each student to profit most from his education, the College helps him to explore his aptitudes, to choose his life work and to plan an educational program which will prepare him for that work. It offers this assistance through a formal program of guidance and counseling and through informal student-teacher relationships, which are among the most distinctive and valuable of its services. The College recognizes the educational value of organized student activities and encourages student and faculty participation in these activities.

Exhibit E

SKYLINE COLLEGE CATALOG, 1974-75

Philosophy and Purposes of the College

Skyline College provides education beyond the high school level for all people in its area who can profit from instruction, with the goal of helping the student to realize his potential in academic, vocational, and avocational fields. The college also seeks to aid the student, especially in the area of critical thinking, in assuming the responsibilities of citizenship in a free society.

Committed to meeting the needs of its community, Skyline College dedicates itself to the individual student and to the society of which he is a part. Because specific needs for education vary greatly among individuals, Skyline College offers the following programs and services to achieve its purpose:

1. General Education: Instruction which will assist students to function effectively as individuals, as members of their families, and as citizens with local, national, and world responsibilities, as well as provide them with opportunities for personal enrichment and cultural development.

2. Lower-Division College Education: Course which will enable students to complete the first two years of four-year college work. These courses satisfy the lower-division requirements in the liberal arts and in the scientific, engineering, and other professional and technical fields.

3. Career Education: Two-year curricula in preparation for immediate employment in a variety of semi-professional, industrial, business, and technical fields in the local area, as well as on-the-job training through Cooperative Education.

4. Continuing Education: Classes in which all persons living in the area may broaden their educational, vocational, and aesthetic horizons.

5. Community Education: Short courses, public forums, lecture series, small group discussions, institutes, concerts, and similar educational and cultural programs for the general public.

6. Curricula to Aid the Educationally Disadvantaged: Courses designed to make up basic education deficiencies, permitting further education and training at the college level.

7. Counseling Services: Individual assistance for each student in determining career goals and educational planning, as well as assistance with personal problems and self-evaluation. A career center is maintained to provide vocational and testing to all students.

The College, through organized guidance and counseling services and informal student-teacher relationships which are among the most distinctive and valuable of the College's services, assists each student in planning a program tailored to his individual needs. The College recognizes the educational value of organized student activities and encourages student and faculty participation in them.

Technical Report

Number 2

COMMUNITY NEEDS ASSESSMENT

TABLE OF CONTENTS

I. CHAPTER ONE: SURVEY DESIGN

Section 1: Populations To Be Surveyed........................ 1
Section 2: Questionnaire Design.............................. 1
Section 3: Sampling Design: County Residents................. 4
Section 4: Survey Implementation for County Residents........ 9
Section 5: Sampling Design: Other Populations............... 10

II. CHAPTER TWO: SURVEY RESPONSE LEVEL

Section 6: Survey Response Patterns Among County Residents... 11
Section 7: Response Pattern Among High School Seniors........ 22
Section 8: Response Pattern Among District College Students.. 22
Section 9: Response Patterns Among District Employees........ 24

III. CHAPTER THREE: ANALYSIS OF RESPONSE TO PART THREE OF SURVEY

Section 10: Basic Demographic Descriptors of the Four Responding Populations..... 29
Section 11: Level of Contact with District Colleges........... 32
Section 12: Preferences for Time and Location of Classes...... 36
Section 13: Obstacles to Class Attendance..................... 38
Section 14: Educational Plans of Student Populations.......... 39

IV. CHAPTER FOUR: ANALYSIS OF RESPONSE TO PARTS ONE AND TWO

Section 15: Rating College Performance........................ 44
Section 16: Educational Goals for the District Colleges...... 55
Section 17: Recommendations................................... 70

APPENDIX A: Part Three (variable portion) of Survey Questionnaire... 73

APPENDIX B: RESPONSES TO COLLEGE PERFORMANCE RATING QUESTIONS....... 78

APPENDIX C: RESPONSES TO EDUCATIONAL GOALS BY THREE POPULATIONS..... 88

APPENDIX D: RESPONSES TO EDUCATIONAL GOALS BY DISTRICT EMPLOYEES....101

LISTING OF TABLES AND CHARTS

TABLE NUMBER	TABLE DESCRIPTION	PAGE NUMBER
1.1	Questions in Part Three of the Questionnaire, asked of two or more of the four populations surveyed	3
1.2	Selection rates for tracts with highest percentages of Black and Spanish American residents (Cuts 1 and 2) ...	6
1.3	Selection rates for tracts providing range of Family Income levels (Cuts 3 and 4)	8
1.4	Response rates by county residents for all 5 cuts	12
1.5	Response rates tracts with highest percentages of Black and Spanish American residents	13
1.6	Response rates for tracts at 7 levels of family income ...	14
1.7	Occupations of residents responding, for all 5 cuts	15
1.8	Sex of residents responding, for all cuts	16
1.9	Sex by ethnic groups among county residents responding ...	17
1.10	Mean and standard deviation of respondents' age by cut ...	18
1.11	Response rates for nine geographic sectors of county	19
1.12	Responses to Probability of Enrollment question by cuts ..	21
1.13	Response rates by students in San Mateo County high schools	23
1.14	Response rates by District employees by location and position in which employed	24
1.15	District employee responses: ethnic distribution	25
1.16	District employee responses: sex distribution	25
1.17	District employee responses: length of service	25
1.18	District employee responses: sex distribution by location of employment in District	25
1.19	District employee responses: position by location	26
1.20	District employee responses: sex distribution by position in which employed by District	27

TABLE NUMBER	TABLE DESCRIPTION	PAGE NUMBER
3.1	Number of responses from the four populations surveyed	28
3.2	Demographic descriptors of populations surveyed	29
3.3	Occupation and industry of employment for two populations	31
3.3a	Highest level of education for county residents responding	32
3.4	Contact with District colleges by four populations	33
3.5	Time of last contact with District colleges by county residents responding	34
3.6	Listening rates to KCSM by three populations surveyed	35
3.7	Preferences regarding time and format of class scheduling by three populations surveyed	36
3.8	Convenience of days of week for attending class as rated by three populations surveyed	37
3.9	Preferences for class location by three populations	38
3.10	Obstacles to class attendance cited by three populations	39
3.11	College plans of high school students responding	40
3.12	College plans of children 14-18 of county residents	40
3.13	Educational goals of high school students planning to attend a District college	41
3.14	Work plans of high school students planning to attend a District college	41
3.15	Residence plans of high school students planning to attend a District college	42
3.16	Attitudes of high school students regarding best place to spend first two years of college	42
3.17	Educational goals of District College students responding	43

TABLE NUMBER	TABLE/CHART DESCRIPTION	PAGE NUMBER
4.1	Chart: Percent of "Outstanding" Responses by each of four populations to Rating Questions in Part One of questionnaire	46
4.2	Chart: Mean Rating by each of four populations to Rating Questions	48
4.3	Chart: Mean Rating by each of three College student populations to Rating Questions	51
4.4	Chart: Mean Rating by each of three College staff populations to Rating Questions	52
4.5	Chart: Percent of "Outstanding" Responses by each of three College staff populations to Rating Questions	54
4.6	Table correlating Goal Questions from Part Two of Questionnaire to Rating Questions from Part One having similar subject matter	56
4.7	Chart: Percent of "Extremely Important" Responses by each of three populations to Goal Questions in Part Two of Questionnaire	59-60
4.8	Chart: Mean Rating by each of three populations to Goal Questions	62-63
4.9	Chart: Percent of "Extremely Important" Responses by each of three College staff populations to Goal Questions	66-67
4.10	Chart: Mean Rating by each of three College staff populations to Goal Questions	68-69

CHAPTER ONE: SURVEY DESIGN

One of the most crucial elements of master planning for an educational institution is an effective ongoing procedure for assessing the educational aspirations, attitudes and obstacles experienced by the community whom the institution is designed to serve, and by the personnel employed to provide these services.

SECTION 1: POPULATIONS TO BE SURVEYED

In an effort to initiate such a Community Needs Assessment (CNA), five populations were selected for analysis:

1) San Mateo County Residents
2) Special Community Groups
3) High School Seniors
4) District College Students
5) District Employees

In addition to the interviewing already scheduled for some of these groups on topics of particular relevance to each, it was decided that a survey instrument should be designed for use with all five groups in order to assess the views of each and discover any significant similarities and differences between or within the groups.

SECTION 2: QUESTIONNAIRE DESIGN

Accordingly, a three-part questionnaire was designed to inquire about:

A. College performance;
B. Present and future educational goals;
C. Obstacles to attending class;
preferences about the manner, time, and place for taking courses; the extent of contact with any of the colleges; certain basic demographic descriptors.

A. The first portion of the questionnaire (cf. pg. 48) elicited ratings on a scale from 1 to 4 (1 = outstanding; 2 = good; 3 = satisfactory; 4 = unsatisfactory) of the college's performance level in nineteen areas ranging across the entire spectrum of currently offered services. These included transfer, vocational/occupational, job-training and continuing education programs; television programming, counseling, teaching, recruitment, admissions and registration procedures; public information, job placement, library and other media services.

B. The second and largest section of the questionnaire offered a series of 32 possible goals (cf. pp. 59-60). The recipient was asked to evaluate on a scale from 1 to 4 (1 = of extremely great importance; 2 = of great importance; 3 = of little importance; 4 = of no importance) the importance that each of these goals should have in determining the future priorities of the District Colleges.

C. The third and final part of the questionnaire included a selection of questions appropriate to each of the four populations, resulting in the four versions presented in Appendix A. Table 1.1 on the next page indicates the subject matters covered for each of the four populations. These subjects include not only such basic descriptors as sex, age, ethnic background, occupation, etc., but also the extent to which the respondent had had any contact with the colleges of the District and in what form; additionally, obstacles experienced by potential students and preferences regarding time and place of course offerings. The reader will find in Appendix A copies of the four versions of Part Three, and in Chapter Four, copies of Parts One and Two of the questionnaire.

Design of the questionnaire was the responsibility of a subcommittee of the District Planning Staff who did extensive consulting with various groups in and outside of the college populations. Mr. John Mullen had primary responsibility for Part One; Mr. George Wallace for Part Two; Mr. James Upton for Part Three and for the statistical analysis of the results.

SUBJECT QUESTION	COUNTY RESIDENT*	HIGH SCHOOL SENIORS	COLLEGE STUDENTS	DISTRICT EMPLOYEES
A. Duration of Residence in San Mateo County	1[a]	1	1	1
B. ZIP Code of Residence	2a	2a	2a	2a
C. Year of Birth	2b	2b	2b	2b
D. Sex	2c	2c	2c	2c
E. Ethnic Background	3	3	3	3
F. Present Employment Status	4		5	
G. Occupation	5		6	
H. Industry (or location) at Which Employed	6		7	
I. Highest Level of Education Reached	7		8	7
J. District Colleges Visited	8	7	9	8
K. District Colleges at Which Taken a Course	9		10	9
L. District Colleges at Which Attended Other Event	10	10	11	
M. Listen to KCSM-TV or KCSM-FM	14	12		10
N. District College You (or your children) Plan to Attend	13, 21	6		
O. Subject Areas of Courses of Interest to You in Which No Courses Are Now Available	15	13	12	
P. Time of Day Prefer to Take Course	16	14	13	
Q. Day of Week Prefer to Take Course	17	15	14	
R. Scheduling of Class (3 hrs., once a week, etc.)	18	16	15	
S. Preferred Location of Class: Off/On Campus	19	17	16	
T. Obstacles to Attending Class	20	18	17	

Table 1.1 Descriptive and other questions in part three of questionnaire, asked of two or more of the four populations surveyed

* Includes special community groups surveyed

[a] numbers in body of table refer to question numbers in the four versions of Part 3.

In addition to the above, certain questions were asked that were appropriate to only one of the four surveyed populations.

County residents were asked:

11. Time of their last contact with any of the District Colleges
12. If there were any children 14-18 years of age in their family

High school seniors were asked:
4. High school they will graduate from
5. Expected date of graduation
8. College plans: Two year vs. Four year program
9. Intended college major
11. Work plans during college
19. Attitude toward preferred place to take lower division classes
20. Residence plan during college

District college students were asked:
4. Whether live with parents
18. Cumulative total of college units earned
19. Number of these units earned in District colleges
20. Current educational plans

District Employees were asked:
4. How long employed by the District
5. The nature of their employment (faculty, administrator, clerical, etc.)
6. The College (or District Office) at which employed

District faculty and administrators were asked:
IV. 1. Subject areas in which qualified to teach
IV. 2. Subjects currently teaching
IV. 3. Whether possess counseling credential
IV. 4. Whether currently assigned to counseling
IV. 5. Fraction of time currently spent counseling

SECTION 3: SAMPLING DESIGN: COUNTY RESIDENTS

An adequate survey of the county residents (more than 565,000 at time of survey) posed the most serious problem in sampling technique. On the one hand, a few hundred residents randomly selected would be sufficient to draw conclusions about the attitudes of the county population as a whole, but it would not permit distinguishing significant differences of attitude between various subdivisions of the population (for example, racial and ethnic minorities, men versus women, various occupational categories, various regions of the county and other such sub-groupings). On the other hand, a large enough sample to permit a fully adequate sample of all important subgroups of the county might require 10,000 or more to be surveyed, and the costs of such a sample exceeded the limited budget available for the enterprise.

A compromise was reached: a stratified random sample of 4000 would be used stratified by the 138 tracts in the county, and random within each tract. The questionnaire, when returned, would retain a tract identification making it possible to compare the demographic make-up of the respondents from each tract (or, at least, from groups of three or four tracts) with the already known demographic make-up of the total populations of these tracts. Such a technique would make it possible to determine whether the returned questionnaires were in fact a representative sample (in regard to any of the important descriptors) of the tract with which they were associated; and, if the samples were found to be representative, this design would make it possible to pinpoint geographically the needs and attitudes of the community. The colleges with their somewhat distinct service areas could then make plans accordingly.

Since it was felt to be especially important to assess the needs and attitudes of the minority communities in San Mateo County, including Blacks, Latin Americans, and Asian Americans, and since a straightforward selection of 4000 citizens would yield an insufficient number from these groups, the sampling indicated above was modified so as to select individuals at a higher rate from those tracts that included especially high percentages of minority persons.

Furthermore, since a person's income level was expected to affect educational needs and attitudes, a higher percentage sample was included from a selection of tracts representing a wide range of income levels.

With the sample design agreed to and within the restrictions that existed, the District arranged for The Smith Company: Mail Marketing Services (Burlingame) to select randomly a certain percentage from each of the tracts in the county using the resident list compiled by the Bureau of Census in 1970. To accomplish the necessary variation in percentage rates of selection from the tracts, as explained above, five "cuts" were taken with the results indicated in Tables 1.2-1.3.

CUT ###	TRACT NUMBER	CITY	TRACT POPULATION	SELECTION RATE	NAMES YIELDED	BLACK POPULATION	PERCENT BLACK	EXPECTED YIELD	SPANISH* POPULATION	PERCENT SPANISH	EXPECTED YIELD
1	6117	MP	4,603	2.19	101	4,343	94.4	95	210	4.6	5
1	6118	EPA	3,609	2.13	77	3,174	87.9	68	192	5.3	4
1	6119	EPA	6,100	3.06	187	4,203	68.9	129	326	5.3	10
1	6120	EPA	5,136	2.65	136	3,270	63.7	87	160	3.1	4
1	6062	SM	4,982	3.81	190	2,285	45.9	87	336	6.7	13
Cut 1 Totals/Averages			24,430	2.83	691	17,275	70.7	466	1,224	5.0	36
2	6004	DC	5,707	1.30	74	1,011	17.7	13	1,516	26.9	20
2	6005	DC	4,689	1.24	58	342	7.3	4	1,375	28.1	16
2	6007	DC	5,271	1.73	91	726	13.8	13	967	18.3	17
2	6010	DC	6,770	1.61	109	381	5.6	6	997	14.7	16
2	6019	SSF	6,465	1.89	122	56	0.9	1	1,008	15.6	19
2	6020	SSF	5,587	1.63	91	55	1.0	1	894	16.0	15
2	6022	SSF	6,270	2.06	129	38	0.6	1	1,607	25.6	33
2	6102	RC	6.640	2.33	155	186	2.8	4	1,743	26.9	42
2,4	6106	NFO	6,644	3.05	203**	224	3.4	7	1,286	14.6	30
Cut 2(4) Totals/Averages			54,043	1.91	1,032**	3,019	5.6	50	11,393	21.1	208
Cut 1,2,(4) Totals/Averages			78,473	2.20	1,723**	20,294	25.9	516	12,617	16.1	244

Table 1.2 Cuts 1 and 2: Number of names selected by tracts with highest percentages of Black and Spanish-American population, showing selection rates, total number of names selected, and expected numbers selected from Black and Spanish-American residents.

*Spanish-American includes residents categorized in 1970 census as Spanish mother-tongue and/or Spanish language, but excludes others of Spanish surname only

**Includes persons selected from tract 6106 in cut 4 as well as cut 2.

77.8% of Black Americans in San Mateo County (20,294, of 25,890 total) reside in one or another of the tracts selected in Cuts 1 and 2. From these, some 516 persons would be expected to be included in the random selection. An additional 16-25 Black residents could be expected to be included by random selection from the tracts in Cut 5. Thus,the expected total number of Black residents that would be included in the 4000 names mandated by the sampling design was 535 ± 25.

25% of the Spanish-Americans in San Mateo County (12,617 of 50,575 total) reside in the tracts of Cuts 1 and 2, with an expected random inclusion of 244 persons. An additional 156 would be expected to be included from Cuts 3, 4, and 5 (0.4% of 37,958), for a total expected number of Spanish-American residents included among the 4000 of 400 ± 10.

Cuts 3 and 4 (together with Cuts 1 and 2) assured the selection of a sufficient number of residents from the entire range of personal income levels. The tracts in Cut 3 represented mostly high income levels (Hillsborough, Atherton, Woodside, Portola Valley). Those in Cut 4 ranged from high middle to low middle incomes; and several of those in Cuts 1 and 2 were selected to represent the lower range of the county spectrum of personal income. Table 1.3 on the next page shows the selection rates and yields for the tracts in Cuts 3 and 4.

CUT ###	TRACT NUMBER	CITY	TRACT POPULATION	FAMILY INCOME LEVEL	SELECT RATE	YIELD
3	6025	SSF	3,810	5	0.87	33
3	6026	SSF	461	5	9.76	45
3	6056	HI	4,647	10	1.48	69
3	6057	HI	4,106	10	1.61	66
3	6114	AT	5,001	8	1.30	65
3	6115	AT	3,084	9	1.78	55
3	6132	PV	5,510	6	1.23	68
3	6133	WO	2,514	7	1.51	38
3	6134	WO	2,908	7	1.62	47
Cut 3 Totals/Averages			32,041		1.52	486
4	6027	SSF	5,283	4	0.78	41
4	6030	PA	3,643	3	1.13	41
4	6031	PA	3,247	4	0.86	28
4	6061	SM	3,894	4	0.98	38
4	6063	SM	2,786	3	1.51	42
4	6066	SM	2,998	4	1.50	45
4	6074	SM	3,413	4	1.35	46
4	6080	FC	1,469	5	6.00	88
4	6082	FC	2,633	6	1.25	33
4	6109	RC	5,387	3	1.23	66
4	6111	RC	6,767	5	1.03	70
4	6112	RC	3,612	4	1.11	40
4	6137	HMB	4,023	4	1.02	41
Cut 4 Totals/Averages			49,155	(10 = High)	1.26	619
Cuts 3 and 4: Totals/Averages			81,196		1.36	1,105

Table 1.3 Cuts 3 and 4: Number of names selected by tracts providing range of family income levels, showing selection rates, and numbers yielded.

Cut 5 included 1213 names from 93 tracts not contained in the preceding four cuts, for an average of 13 per tract. The selection rate per tract averaged 0.3% (3 selections per 1000 population).

The total sample, including all five cuts, contained 4041 names, or 7+ names per 1000 population.

Nine tracts were not included in any of the five cuts: Tract 6043 (International Airport) has a population less than 100; Tracts 6035 (County Jail), and 6122 (St. Patrick's Seminary), and 6123 (U.S. Veteran's Hospital in Menlo Park) will require special sampling methods if their inclusion is felt to be important; Tract 6138 (La Honda-Pescadero and South Coastside rural areas) is not part of the SMCCD. Four tracts (6032, Pacifica; 6053, Burlingame; 6135, **El Granada and north coastside** rural areas; 6136, Moss Beach and the rural area immediately south of Pacifica) were omitted due to an error in the computerized selection method. Seven other tracts (6003, 6012, 6013, 6015, 6017, 6058, 6121) will require a few additional names to be selected. (cf. Recommendation #1)

SECTION 4: SURVEY IMPLEMENTATION FOR COUNTY RESIDENTS

The Smith Company of Burlingame, after selecting names of residents as described above, sent three mailings, in December and January. The first contained the questionnaire with a return postage paid envelope, and a cover letter from Chancellor Glenn P. Smith explaining the importance of the survey to the Master Planning effort of the District and urging its completion and return (Appendix A). A week later a post card was sent reminding the recipients of the questionnaire and again asking them to complete and return it. In January a third mailing was sent to those who had not yet responded. This mailing was the same as the first except for a slightly modified cover letter. Returns from the third mailing were given a special code to distinguish them from the earlier returns.

SECTION 5: SAMPLING METHOD: OTHER GROUPS

The Special Community groups were sampled more casually by inviting response from members of each of the 228 groups that had been identified (cf. Technical Report: "Perceptions of Special Groups," by M. J. Watkins).

The high schools in San Mateo County were contacted by the Deans of Students at each of the Colleges and arrangements were made for the questionnaires to be completed by a class or two of seniors (and juniors).

District students were sampled by having a member of the District Planning Staff from each of the three colleges contact instructors in a variety of fields (sciences, social sciences, English, vocational courses, evening college) to have the questionnaire implemented in one of their classes.

District employees were sampled through a similar process of personal contact.

CHAPTER TWO:

SURVEY RESPONSE AND NON-RESPONSE

SECTION 6: SURVEY RESPONSE: COUNTY RESIDENTS

From the 4041 mailings to county residents, 1006 or 25% responded. While this response rate was considerably higher than is typical of such surveys, it was not uniform. Residents who had had previous contact with the Colleges responded, as expected, at a much higher rate than others. More than fifty percent of residents who responded, for example, had been in contact during the preceding year with one of the Colleges, either in the form of a simple campus visit, or by attending some event on campus, or taking a course. Blacks and Spanish-Americans responded at a much lower rate than others as revealed by the low response rate in Cuts 1 and 2 (cf Table 1.4 on p.12). In fact, the lower rate at which they responded almost exactly compensated for the higher selection rate at which they were included in the sample, resulting in their occupying a percentage of the returns about proportional to their percentage in the county population. Such a situation is acceptable for drawing conclusions about the population of the county as a whole, but it does not permit comparative study of the attitudes of the different ethnic groups as originally sought.

The response levels for the tracts in Cuts 1 and 2 (focusing on tracts with high percentages of Black and Spanish-American residents) is listed in Table 1.5. The response rate was only 16% as compared to an overall response rate, for all cuts, of 25%. Two factors seem to be at work here. It is known that ethnic minority citizens respond at a somewhat lower rate to mailed questionnaires. Secondly, a smaller percentage of ethnic minorities in San Mateo County have had contact with the Colleges in past years than other residents, and the response rate, as mentioned above, correlated positively in the general population with such contact. It is difficult and perhaps academic to measure the separate efforts of these two factors. In any event, it will be necessary to do an intense follow-up on the tracts in Cuts 1 and 2 if we are to attain our original goal of assessing independently the needs and attitudes of the Black and Spanish-American populations in San Mateo County. (cf Recommendation #2)

CUT ###	NUMBER OF TRACTS	TOTAL POPULATION	TOTAL SELECTIONS	TOTAL RESPONSES	RESPONSE RATE	RESPONSES PER 1000 POPULATION
1	5	24,430*	691	44	6.4	1.8
2	9	54,043*	1,032	233	22.6	4.3
3	9	32,041*	486	186	38.3	5.8
4	13	49,155*	619	168	27.1	3.4
5	93	381,331*	1,213	377	31.1	1.0
Totals/ Averages	129	541,000*	4,041	1,008	24.94	1.86

*The population figures for the various cuts exclude the population of those tracts not sampled in the survey.

Table 1.4 Total county residents sample by cuts, showing population, selected names, responses, and response rates.

Table 1.5 on page 13 presents for each of the five tracts in Cut #1 (6117 is located in Menlo Park, though is essentially contiguous with East Palo Alto Tracts 118, 119 and 120. Tract 6062 is located in San Mateo and is the only tract in the county outside of East Palo Alto with a substantial percentage of Black residents.) an estimated number of Black and Spanish-American selections based on the tract selection rate and the percentage of Black and Spanish-American residents indicated in the 1970 census. These numbers then make it im-

CUT ###	TRACT NUMBER	NUMBER RESIDENTS SELECTED			NUMBER RESIDENTS RESPONDING					
		TOTAL	BLACKS (EST)	SPANISH AMERICAN (EST)	TOTAL	%	BLACK	% (EST)	SPANISH AMERICAN	% (EST)
1	6117	101	95	5	5	5.0	4	4.2	0	0.0
1	6118	77	68	4	3	3.9	3	4.4	0	0.0
1	6119	187	129	10	7	3.7	4	3.1	0	0.0
1	6120	136	87	4	4	2.9	3	3.4	0	0.0
1	6062	190	87	13	25	13.2	5	5.7	0	0.0
Cut 1 TOTALS/AVERAGES		691	466	36	44	6.4	19	4.1	0	0.0
2	6004	74	13	20	15	20.3	3	23.1	0	0.0
2	6005	58	4	16	12	20.7	0	0.0	1	6.3
2	6007	91	13	17	20	22.0	4	30.1	4	23.5
2	6010	109	6	16	35	32.1	1	16.7	2	12.5
2	6019	122	1	19	34	27.9	0	0.0	2	10.5
2	6020	91	1	15	28	30.8	0	0.0	1	6.7
2	6022	129	1	33	33	25.6	0	0.0	7	21.2
2	6102	155	4	42	26	16.8	1	25.0	5	11.9
2.4	6106	203	7	30	30	14.8	0	0.0	3	10.0
Cut 2 TOTALS/AVERAGES		1,032	50	208	233	22.6	9	18.0	25	12.0
Cuts 1 and 2 TOTALS/AVERAGES		1,723	516	244	277	16.1	28	5.4	25	10.2

Table 1.5 Cuts 1 and 2: Number of names selected and rate of response, by tract, or total population, Blacks and Spanish-American.

possible to judge precisely the percentage response rates by the two ethnic minorities. The actual response numbers given in the last three columns are, however, exact and not merely estimates.

Two of the tracts in Cut 1 (117 and 120) have been selected to represent the "2" level of personal income and are thus included in the analyses of Cuts 3 and 4 provided in Table 1.6 in order to fill out the range of personal incomes in tracts.

FAMILY INCOME LEVEL	NUMBER OF TRACTS	NUMBER OF RESIDENTS SELECTED	NUMBER OF RESIDENTS RESPONDING	RATE OF RESPONSE (PERCENT)
10 (high)	2	135	66	48.9
8.5	2	120	32	26.7
6.5	3	153	59	39.0
5	4	236	81	34.3
4	7	279	79	28.3
3	3	149	26	17.5
2 (low)	2	237	9	3.9

Table 1.6 Response rates to survey by county residents for tract groups at seven levels of family income. (N = 362; 23 tracts included)

Table 1.6 illustrates the extent to which the response rate to the survey varied with family income level. There was a significant tendency for tracts with higher income levels to respond at a higher rate to the survey. But it was not as great as the tendency for members of ethnic minorities to respond at a lower rate than other residents. Indeed,the former correlation is probably spurious,since it declined to 0.3 (as measured by Kendall's Tau B statistic.) when controlling for the influence of the ethnic variable.

A further analysis of the responding population was done in reference to occupational categories. Table 1.7 shows the results for all five cuts and for the five occupations with highest membership among the respondents. (The remaining four occupational categories used on the questionnaire have been grouped as "other occupations").

			BY PERCENTAGE WITHIN CUTS					
CUTS	RESPONSE RATES	OCCUPATIONS: TOTAL	PROFESSIONAL/ TECHNICAL	CRAFTS/ OPERATIVES	SALES WORKERS	CLERICAL/ SECRETARIAL	HOME-MAKER	OTHER OCCUPATIONS
1	6.4	100	23.8	16.7	4.8	11.9	2.4	40.5
2	22.6	100	26.4	24.1	6.6	15.6	4.2	23.1
3	38.3	100	57.9	3.9	6.2	7.3	7.3	17.4
4	27.1	100	42.3	12.3	9.4	9.4	7.7	18.9
5	31.1	100	47.8	12.1	8.0	9.7	4.4	18.0
Average Percentage:		100	39.2	12.3	7.0	9.7	5.2	26.6

__Table 1.7__ Occupations of county residents responding to survey, by cut. (N = 1018; representatives of Special Community Groups not Included)

As expected, the percentage of Professional/Technical employees is highest in Cut 3 which contains tracts with the highest level family incomes. This occupational variable correlates well with the response rates by Cut (cf. Table 1.7), especially in Cuts 2-5, and thus must be considered an important influence on response rates, but it does not explain adequately the extremely low response rates from Black communities in Cut 1. Further study will be necessary to differentiate the influence of this occupational variable on response rate from the influence of the ethnic variable.

Analysis of the various cuts by sex of the respondent did not reveal any significant correlations (cf Table 1.8). While there was some variation in the percentage of women respondents within the separate ethnic groups, the variation did not correlate with variation in response rate (cf Table 1.9).

CUT	NUMBER OF RESPONDENTS	MALE RESPONDENTS	FEMALE RESPONDENTS	% OF RESPONSES BY FEMALES	RESPONSE RATE	RESPONDENTS SEX NOT SPECIFIED
1	44	29	12	29.3	6.4	3
2	233	154	66	30.0	22.6	13
3	186	127	52	29.1	38.3	7
4	168	129	47	26.7	27.1	2
5	377	244	87	26.3	31.1	46
TOTAL	1,018	683	264	27.9	24.9	71

Table 1.8 Responses by sex of respondent, within cut, showing % of responses by females and response rates.

ETHNIC GROUP	TOTAL NUMBER OF RESPONDENTS	% OF TOTAL RESPONDENTS	% OF TOTAL POPULATION	NUMBER MALE RESPONDENTS	NUMBER FEMALE RESPONDENTS	% OF RESPONSES BY FEMALES
Asian-American	(60)@ 49	(5.7)@ 4.7	3.0	37	12	24.5
Black-American	(53) 43	(5.1) 4.1	4.7	27	16	37.2
Spanish American	(53) 43	(5.1) 4.1	9.1**	35	8	18.2
Other Non-white	(42) 33	(4.0) 3.2	0.8 *	23	10	30.3
Native American	194	18.6	0.05	132	62	32.0
Other White	(837) 683	(80.1) 65.4	82.18	483	200	29.3
Totals/Averages	1,045*	100.0	100.0	737	308	29.5

Table 1.9 Responses by sex of respondent within ethnic groups.

*includes representatives of special community groups but excludes those not indicating ethnic status

**excludes Spanish Surname who are not of Spanish Language or Mother Tongue

@ Numbers and percentages after proportional allocation of "Native American" category

Another variable tested for its influence on response rates was the age of the respondent. It was found that the average ages of respondents in the five cuts were nearly the same, except for Cut 3 in which the respondents were, on the average, several years older. This variable did not, however, account for the variation in response rates across the five cuts. Furthermore, the standard deviation of the variable was extremely high, making any but close correlations very unstable. Data on age of respondents for the five cuts is listed in Table 1.10.

CUT	NUMBER OF RESPONDENTS	AVERAGE AGE OF RESPONDENT	STANDARD DEVIATION
1	40	40.6	17.3
2	211	41.3	16.0
3	172	48.1	16.1
4	168	43.1	12.7
5	327	44.1	16.9
Total/ Average	918	43.8	15.7

Table 1.10 Mean and standard deviation of respondents' ages by cut.

The last variable tested for correlation with response rate was place of residence in the county. In the Technical Report on Demography, it was explained how the county was divided into three regions corresponding roughly with the three College service areas (measured empirically by comparative rates of attendance at the three Colleges). Each of these regions was in turn subdivided into three sectors. Table 1.11 shows the variation in response rates by the nine sectors and sub-totalled for the three regions of the county.

COUNTY REGIONS	COUNTY SECTORS	POPULATION	NUMBER OF RESIDENTS SELECTED	NUMBER OF RESIDENTS RESPONDING	RATE OF RESPONSE (PERCENT)	SELECTIONS PER 1000 POPULATION	RESPONSES PER 1000 POPULATION
NORTHERN	1	73,651	459	125	27.2	6.2	1.70
	2	75,510	276	65	23.5	3.7	0.86
	3	70,430	560	157	28.0	7.9	2.23
	Total	219,591	1,295	347	26.8	5.9	1.58
CENTRAL	4	57,593	433	149	34.4	7.5	2.59
	5	65,500	499	117	23.4	7.6	1.79
	6	63,082	253	81	32.0	4.0	1.28
	Total	186,175	1,185	347	29.3	6.4	1.86
SOUTHERN	7	56,787	898	142	15.8	15.8	2.50
	8	58,152	462	103	22.3	7.9	1.77
	9	33,749	201	36	17.9	6.0	1.07
	Total	148,688	1,561	281	18.0	10.5	1.89
COUNTY TOTAL		554,454	4,041	975**	24.1	7.3	1.76

Table 1.11 Response rates to survey by county residents for nine geographic sectors (and three regional subtotals).

**Excludes 33 whose tract designation was removed by respondent.

The response rate to the mailed questionnaires was highest in the central portion of the county (29.3%) and nearly as high in the Northern Region (26.8%). The rate of response in the Southern Region was somewhat lower (18%). It might be argued that the older presence of CSM in Central County accounts for this increased response; but, it is worth noting that the Central County has by far the smallest percentage of residents belonging to ethnic minorities, and that the one tract in Central County whose residents belong predominantly to ethnic minorities (Tract 6062: Total Population, 4,982; Blacks, 2,285; Asians, 1,347; Spanish, 336) had only a slightly higher response rate among these residents than was true of ethnic minorities in the Northern and Southern Regions. It seems best to conclude that the principle variation in response rate is correlated with whether the citizen belongs to an ethnic minority or not, or with the citizen's occupation; but not with age, sex, or place of residence in the county, or even especially, with the level of family income.

This section concludes with a table showing the responses of county residents by cut to the final item on the questionnaire:

> If one of our colleges were to schedule a course you were interested in taking, at a convenient time and place, how probable is it that you would enroll during the next two years?
> (1) I would definitely enroll.
> (2) It is likely that I would enroll.
> (3) It is not likely that I would enroll.

It is significant that the responses to this question were quite opposite to the response rates analyzed above. Cut 1, with the lowest response rate, indicated the highest likelihood of taking a course under the conditions specified in Question 21; and Cut 3, with the highest response rate, indicated the lowest likelihood of taking such a course. The results are presented in Table 1.12.

CUT	RESPONSE RATE	RESPONSE TO QUESTION 21 (2) DEFINITELY		(1) LIKELY		(0) NOT LIKELY		TOTAL RESPONSES	AVERAGE RESPONSE (SCALE: 2-0)
		#	%	#	%	#	%		
1	6.4	19	47.5	15	37.5	6	15.0	40	1.3
2	16.1	62	33.0	82	43.6	44	23.4	188	1.1
3	38.3	48	30.8	61	39.1	47	30.1	156	1.0
4	27.1	64	39.8	65	40.4	32	19.9	161	1.2
5	31.1	91	31.1	123	41.8	80	27.2	294	1.0
Total/ Averages	24.9	284	33.8	346	41.2	209	24.9	839*	1.09

Table 1.12 Responses to probability of enrollment (Question 21) for five cuts, contrasted with survey response rate. (*169 did not respond to this question)

SECTION 7: SURVEY RESPONSE LEVEL: HIGH SCHOOL STUDENTS

606 high school seniors (including some juniors) completed the questionnaire in a class at their respective high schools. All the high schools in the county were included, though some at a higher rate than others. Table 1.13 indicates the number of responses from each high school in the county as well as the approximate number of seniors who have traditionally (using 1969-1973 as a basis) attended one or another of the three District Colleges. Percentage distribution of enrollments and of responses to the survey are approximately comparable and so the sample may be considered representative of the coming years' District students entering directly from the county high schools. Analysis of the actual responses of this population is presented in Chapters Three and Four.

SECTION 8: SURVEY RESPONSE LEVEL: COLLEGE STUDENTS

762 students responded from the three District Colleges, including 225 from Skyline, 280 from the College of San Mateo and 257 from Cañada. Each of these samples are more than a sufficient basis for drawing conclusions about each of the College student bodies as a whole. Analysis of distinct sub-populations in the respective college student bodies, such as age groupings, men/women, ethnic groups, etc., was not sought and is not possible within the current sample sizes. The students were chosen in an informally random style from various college classes ranging across the spectrum of Day/Evening, Introductory/Advanced and Vocational/Academic courses. The demographic measures of the responding groups from the three Colleges (refer to Chapter Three) are in reasonable harmony with the known parameters of the respective student bodies.

SCHOOL	1969	1971	1973	AVERAGE	% OF IN DISTRICT TOTAL
Jefferson	167	113	79	120	3.6
Westmoor	237	161	150	183	5.5
Serramonte	**	112	92	102	3.1
Oceana	101	96	85	94	2.8
Terra Nova	109	117	89	97	2.9
Crestmoor	178	172	122	157	4.7
El Camino	158	141	103	134	4.0
South San Francisco	122	191	149	154	4.6
Capuchino	173	199	124	165	4.9
Mills	177	170	125	157	4.7
Peninsula	16	17	9	14	0.4
Burlingame	176	121	179	159	4.8
Half Moon Bay	40	40	44	41	1.2
San Mateo	197	161	123	160	4.8
Aragon	245	186	146	192	5.7
Hillsdale	235	192	177	201	6.0
Carlmont	247	277	182	235	7.0
San Carlos	251	227	172	217	6.5
Sequoia	281	210	154	215	6.4
Woodside	201	173	125	166	5.0
Menlo-Atherton	137	139	112	129	3.9
Ravenswood	58	63	31	51	1.5
Other Public	9	6	15	10	0.3
Mercy@	64	52	29	48	1.4
Serra@	102	106	89	99	3.0
Notre Dame@	45	33	20	33	1.0
TOTAL IN DISTRICT	3,826	3,474	2,727	3,342	100.0
OUT OF DISTRICT	1,300	885	910	1,032	
GRAND TOTAL	5,126	4,359	3,637	4,374	

Table 1.13 San Mateo County High Schools: Number of day college first time freshman in SMCCD colleges for 1969, 1971, 1973, and average number of survey respondents.
** Not open in 1969; @ Private High Schools

SECTION 9: SURVEY RESPONSE LEVEL: DISTRICT EMPLOYEES

Responses from the population of District employees included day certificated faculty and administrators as well as classified staff, both clerical and buildings and grounds. Of 449 responses, 68 were from Skyline, 253 from C.S.M., 99 from Cañada and 15 from the District Office. The response rates for the operating units and various employment categories are presented in Table 1.15, below. The following three pages present graphically the response levels of District employees by various categories including sex, ethnic background, work location, employment category, length of service in the District and by some cross-categorizations.

CATEGORY	NUMBER OF EMPLOYEES@	NUMBER OF RESPONSES	PERCENTAGE RESPONSE
Skyline College	220	68	30.9
C. S. M.	521	253	49.4
Cañada College	226	99	43.8
District Office	51	15	29.4
DISTRICT TOTAL	1018	435*	44.1*
Day Faculty	603	301**	50.0**
Administrators	43	23**	53.5**
Classified Staff	372	83**	22.3**
DISTRICT TOTAL	1018	407	40.0

Table 1.14 Response rates for the District Colleges and for the District Office; and for three employment categories.

@ Numbers are for November, 1974

* Fourteen responses did not specify work location; these 14 are included, however, in computing the overall District response rate.

** Includes Day Faculty part-time and Division Chairpersons. but excludes Evening only faculty;

RESPONDENTS TO MASTERPLAN SURVEY - DISTRICT EMPLOYEES

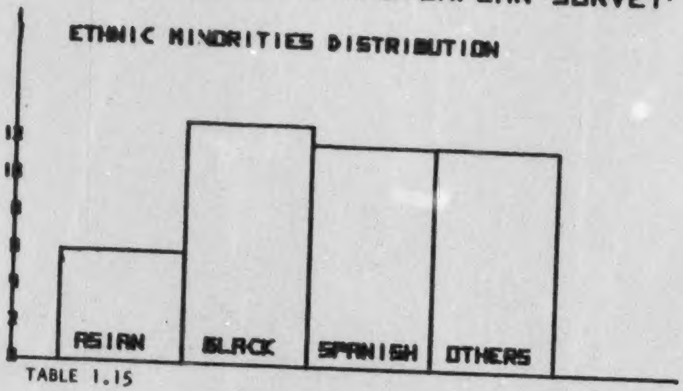

ETHNIC MINORITIES DISTRIBUTION

TABLE 1.15

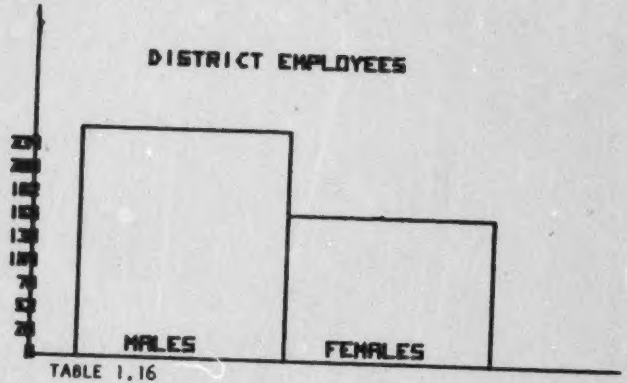

DISTRICT EMPLOYEES

TABLE 1.16

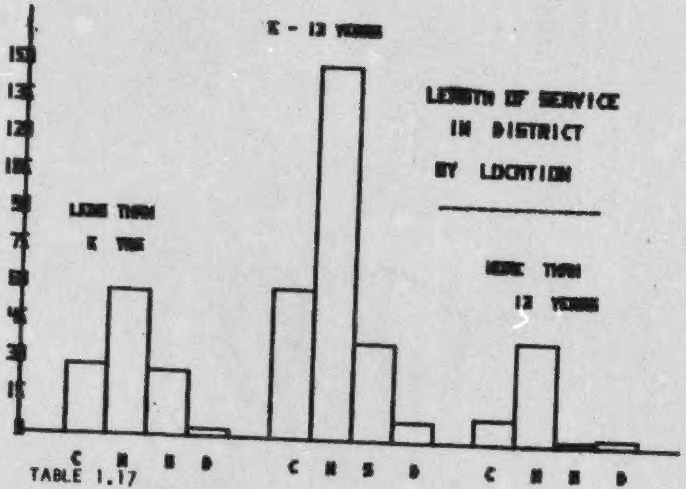

LENGTH OF SERVICE IN DISTRICT BY LOCATION

TABLE 1.17

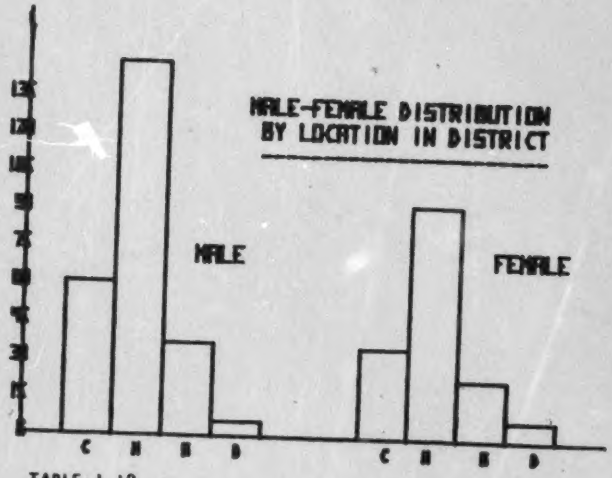

MALE-FEMALE DISTRIBUTION BY LOCATION IN DISTRICT

TABLE 1.18

C= Canada M= CSM S= Skyline D= District Office

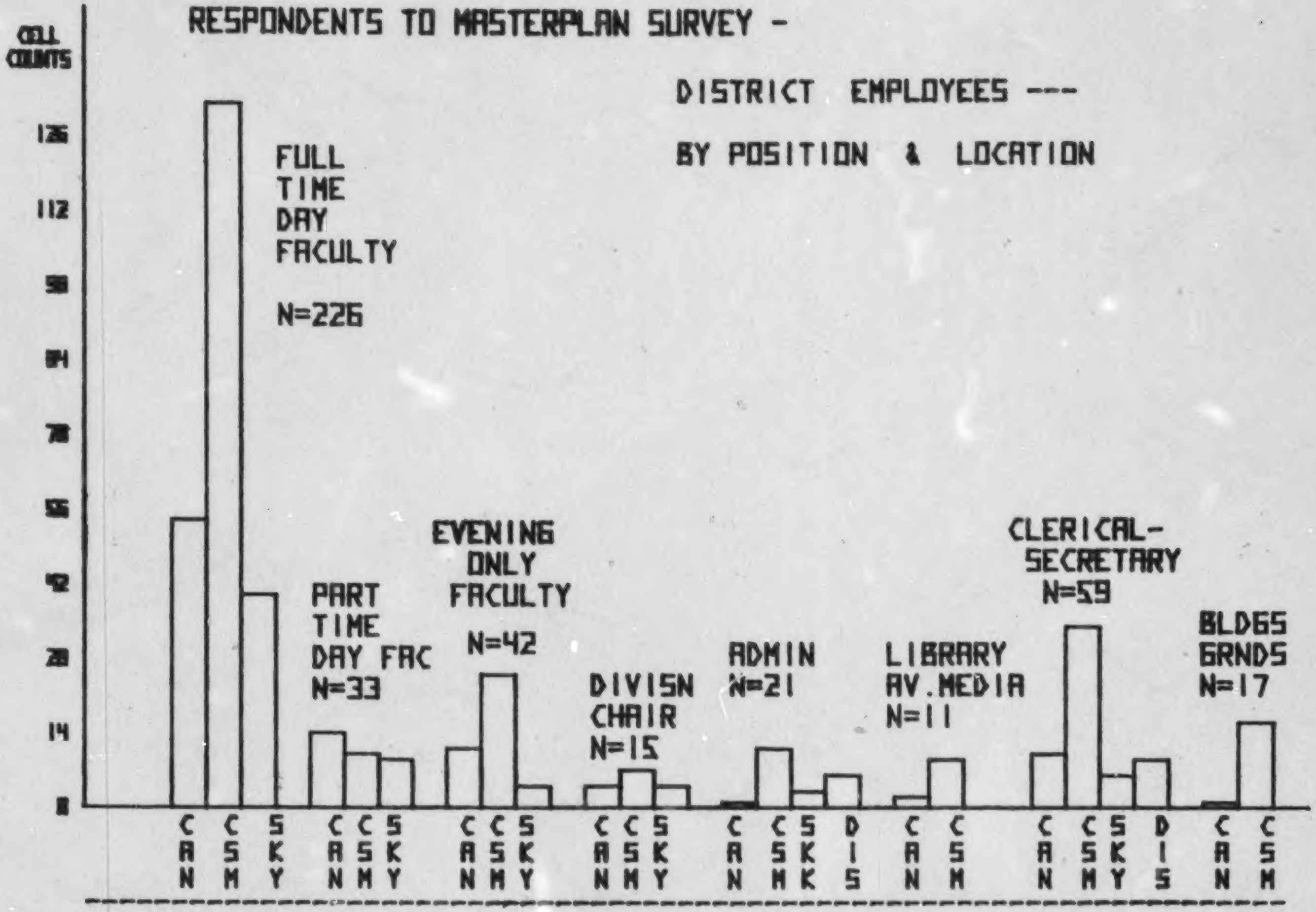

RESPONDENTS TO MASTERPLAN SURVEY -
DISTRICT EMPLOYEES ---
BY POSITION & LOCATION
CELL COUNTS
126
112
98
84
70
56
42
28
14
0
FULL TIME DAY FACULTY
N=226
PART TIME DAY FAC
N=33
EVENING ONLY FACULTY
N=42
DIVISN CHAIR
N=15
ADMIN
N=21
LIBRARY AV.MEDIA
N=11
CLERICAL-SECRETARY
N=59
BLDGS GRNDS
N=17
CAN CSM SKY
CAN CSM SKY
CAN CSM SKY
CAN CSM SKY
CAN CSM SKK DIS
CAN CSM
CAN CSM SKY DIS
CAN CSM

TABLE 1.19

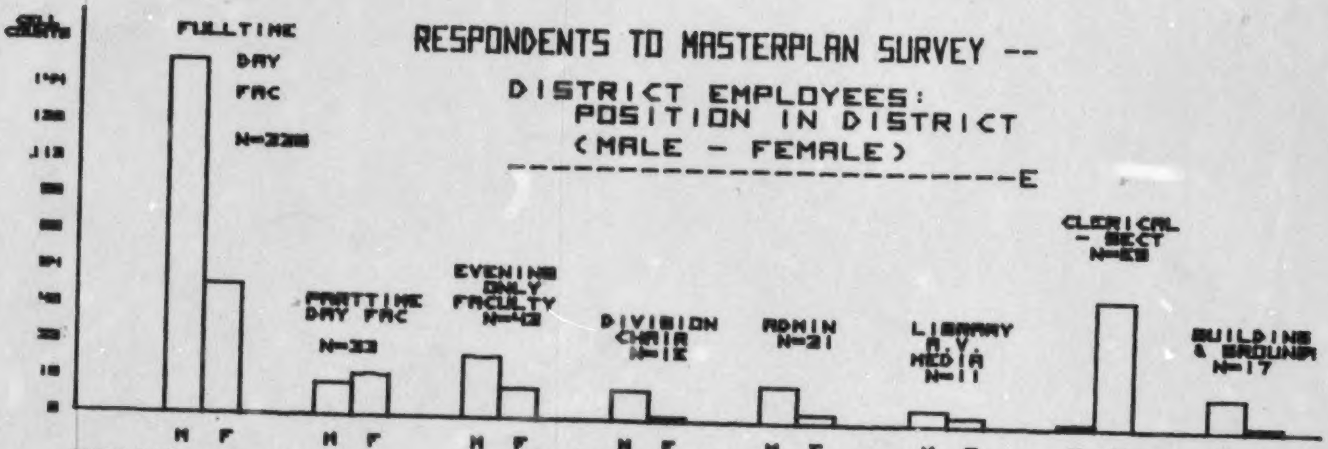
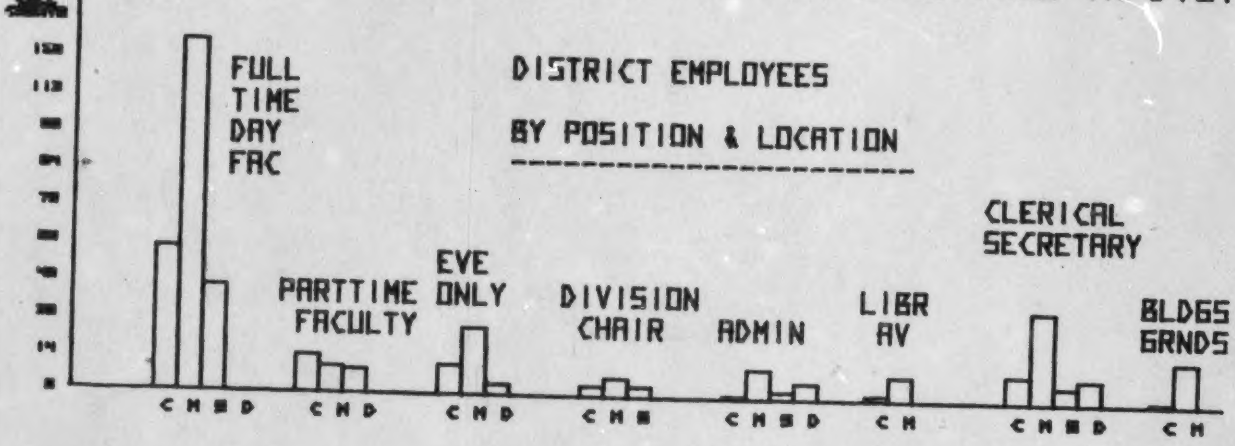


TABLE 1.20

DISTRICT EMPLOYEES (BY SEX) WITHIN POSITION IN DIST



CHAPTER THREE: ANALYSIS OF SURVEY RESPONSES TO PART THREE OF QUESTIONNAIRE

Part 3 of the questionnaire, as explained in Chapter 1 of this report, contained questions appropriate to the four populations: some questions occurred on two or more of the questionnaire versions (cf. page 3) and others were asked of only one of the populations (cf. page 4). The analysis that follows will be divided accordingly, with first treatment given to those questions which make comparisions possible between the populations. For future reference, the total number of responses from each population is recorded below in Table 3.1. It should be noted, however, that not all respondents answered every question; hence,the sample size (N) will vary within the populations from question to question as noted in the relevant tables of this chapter. For the sake of this analysis the representatives of special community groups (80) have been combined with county residents selected randomly by census tract.

POPULATION SURVEYED	TOTAL NUMBER OF RESPONDENTS
1. County Residents	1,098
2. High School Seniors	606
3. District College Students	762*
4. District Employees (Staff)	449**

* includes 225 from Skyline, 280 from CSM and 257 from Cañada
**includes 68 from Skyline, 253 from CSM, 99 from Cañada, 15 from District Office

Table 3.1

SECTION 10: BASIC DEMOGRAPHIC DESCRIPTORS OF RESPONDENT POPULATIONS

Table 3.2 below presents some basic demographic descriptors applicable to all four populations including age, sex, ethnic background and length of residency in San Mateo County.

DESCRIPTORS	POPULATIONS SURVEYED			
	COUNTY RESIDENTS	HIGH SCHOOL SENIORS*	DISTRICT COLLEGE STUDENTS	DISTRICT STAFF
Mean Age	43.8	18.1	24.4	
Median Age	45.4	18.0	20.9	45.1
Sex: Male	737	218	396	265
Sex: Female	308 (29.5%)	337 (57.6%)	332 (44.8%)	163 (38.9%)
Ethnic Minorities:				
1. Asian	49 (4.7%)	17 (3.0%)	28 (3.9%)	6 (1.4%)
2. Black	43 (4.1%)	24 (4.2%)	29 (4.0%)	13 (3.0%)
3. Spanish (Latin or Mexican)	43 (4.1%)	39 (6.8%)	57 (7.9%)	12 (2.8%)
4. Other non-white	33 (3.2%)	35 (6.1%)	41 (5.7%)	12 (2.8%)
Total of Ethnic Minorities	168 (16.0%)	115 (20.1%)	155 (21.5%)	43 (10%)
Length of Residency in San Mateo County Mean:		12.1 years	12.3 years	
Median:		14.6 years	12.1 years	9.8 years

Table 3.2 Some demographic descriptors of the four populations surveyed.

*of 553 high school students indicating the time of their graduation, 444 or 80.3% indicated spring 1975, or senior year status.

The average age of high school seniors was slightly over 18 years. The median age of District College students was 20.9 years but skewed upwards with a mean of 24.4. More than 16% (122) of District College students were over 30 years of age and 5% (39) were over 40 years of age. The median age of District employees was about equal to the median age of county residents responding (45 years). This is appreciably higher than the median age of all county residents (27.2) but, of course, persons under 18 years of age were effectively excluded in the random selection of residents.

Only 30% of the county residents responding were women, slightly lower than the 39% proportion of respondents from the District staff. Only among high school seniors did the percentage of female respondents (58%) exceed male respondents.

The percentage of respondents belonging to an ethnic minority was half again as large among high school and District College students responding as among either county residents or the District staff. The response by Blacks among county resident (4.2%) was about equal to their percentage of the county population in 1970 (4.7%), but the response by residents of Spanish heritage (4.3%) was less than half of their percentage in the county population. While 4.9% of the District staff are Blacks, 3.0% of the staff responding were Blacks. 3.7% of the District staff are of Spanish heritage but 2.8% of staff respondents identified themselves as Latin or Mexican-American.

Two of the populations surveyed were asked their usual occupation and the industry in which this employment occurs. Table 3.3 provides the results to these two questions for county residents and District students responding. One noteworthy contrast in occupation is the much lower percentage of professional/technical workers among college students responding.

USUAL OCCUPATION	COUNTY RESIDENTS		DISTRICT COLLEGE STUDENTS	
	#	%	#	%
1. Clerical/Secretarial	104	9.7	83	15.1
2. Craftsmen/Mechanic	77	7.2	34	6.2
3. Homemaker	56	5.2	51	9.3
4. Machine or Equipment Operator, or Laborer	54	5.1	40	7.3
5. Professional/Technical	418	39.2	88	16.0
6. Sales Worker	75	7.0	94	17.1
7. Student	16	1.5	8	1.5
8. Teacher/Educator	74	6.9	9	1.6
9. Other	193	18.1	142	25.9
Omissions	(31)	(2.8)	(213)	(28.0)
INDUSTRY IN WHICH EMPLOYED				
1. Construction	82	9.3	21	4.9
2. Communication/Transport/Utilities	140	15.9	66	15.5
3. Education	93	10.6	27	6.3
4. Finance/Insurance/Law Real Estate	110	12.5	40	9.4
5. Government	84	9.6	27	6.3
6. Health/Medicine	86	9.8	34	8.0
7. Manufacturing	94	10.7	30	7.0
8. Services	73	8.3	101	23.7
9. Retail Trade	68	7.7	64	15.0
10. Wholesale Trade	48	5.5	16	3.8
Other or Unspecified	(220)	(20.0)	(336)	(44.1)

Table 3.3 Occupation and industry distribution among county residents and District college students responding to survey.

A similar contrast exists for teachers. This may be explained either by the comparitive youth of college students or the perhaps decreased likelihood of persons with advanced degrees to seek further education in community colleges. Sales workers, clerical employees, and homemakers were represented at a much higher rate among the college student respondents than among county residents. The most notable contrasts between the two populations in regard to industry of employment occured in the services and retail trade industries which were especially highly represented among college students responding.

The educational level of county residents responding to the survey was especially high even for San Mateo County. 42% had earned a Bachelor's Degree and more than three out of four had attended some college.

HIGHEST LEVEL OF EDUCATION REACHED	NUMBERS	PERCENT	CUMMULATIVE PERCENT
1. Elementary School	18	1.7	100%
2. Some High School	70	6.4	98.3
3. High School Diploma	172	15.8	91.9
4. Some College	290	26.7	76.1
5. A.A. Degree/Certificate	79	7.3	49.4
6. Bachelor's Degree	282	26.0	42.1
7. Advanced Degree	175	16.1	16.1

Table 3.3a Highest level of education reached by 1086 county residents responding (12 or 1.1% omitted responding).

SECTION II: LEVEL OF CONTACT WITH DISTRICT COLLEGE

A series of questions were posed to each of the populations regarding the extent of their contact with the District colleges: whether they had ever visited any of the campuses, attended an event or activity (other than a class) on any of the college campuses, taken an evening or day class from any of the colleges. The results, displayed in Table 3.4, reveal a much higher level of contact in all four categories and by all populations surveyed with CSM than with either of the other two colleges. Cañada enjoyed a slightly higher level than Skyline in most of the categories.

TYPE OF CONTACT	DISTRICT COLLEGES		
Visited the College:	SKYLINE	CSM	CAÑADA
County Residents	33.1%	72.2%	39.4%
High School Seniors	31.4	64.5	33.2
District College Students*	23.8	56.4	21.8
District Employees (Staff)*	67.2	64.8	77.4
Attended an Activity or Event Other than Class:			
County Residents	16.5	43.0	22.0
High School Seniors	17.3	37.3	20.0
District College Students**	24.5	39.4	31.1
Taken an Evening Class at the College:			
County Residents	5.7	28.2	9.4
District College Students*	17.5	19.7	17.2
District Employees (Staff)**	8.0	36.5	10.2
Taken a Day Class at the College:			
County Residents	2.7	18.3	4.1
District College Students*	16.9	41.0	29.9
District Employees (Staff)**	2.7	25.8	7.6

Table 3.4 Contact with District Colleges by population surveyed.

*students and employees at the college in question have been removed from the computation of these percentages.

**students and employees responding from all three colleges are included in the computation of these percentages.

County residents tended in greater numbers to have taken evening courses rather than day courses. The same is true of the District employees, though they have taken classes in both categories at only a slightly higher rate than the county residents responding. A greater percentage of responding District college students have taken day classes than evening classes at Cañada and CSM; but, this is due entirely to the type of student selected in the sample.

These results reveal the extent to which the survey response by county residents was skewed in the direction of those who have had contact with the colleges. It is difficult, however, to measure the extent of the skew since statistics are not readily available on the percentage of county residents who have had contact with the District colleges over the years in one of the forms mentioned above. Nevertheless, it would seem to be substantial as judged by the response to a question concerning how recently the respondents had some contact with one of the colleges. These results are presented in Table 3.5 and reveal that 46% of county residents responding had made some contact within the past year, and 61% within the past two years. Both percentages are far higher than can be supposed true of of the county population generally.

TIME OF LAST CONTACT WITH ANY OF DISTRICT COLLEGES	COUNTY RESIDENTS		
	NUMBER	PERCENT	CUMMULATIVE PERCENT
1. Within the past year	448	45.9	45.9
2. Between a year and 2 years ago	144	14.7	60.6
3. More than 2 years ago	256	26.2	86.8
4. Never	129	13.2	100.0

Table 3.5 Time of last contact with any of District colleges, by county residents responding (N = 977; 122 or 11.1% omitted responding).

Despite the high degree of contact with the colleges by the county residents responding to the survey, a rather low rate of interest was shown by these respondents (as also by the high school student population and by the District staff) in the broadcasts by KCSM-TV and KCSM-FM. More than 80% of all three populations queried listened to either of the CSM stations very rarely or never. Of the three populations, the District staff was most apt to listen with 62% having at some time listened to one of the stations.

HOW OFTEN LISTEN TO KCSM-TV/KCSM-FM	COUNTY RESIDENTS	HIGH SCHOOL SENIORS	DISTRICT STAFF
	(N = 1045)	(N = 535)	(N = 360)
1) More than once a week	4.8	2.6	7.2
2) More than once a month	11.0	5.6	10.7
3) Very rarely	29.2	25.4	44.3
4) Never	55.0	66.4	37.8
No response	4.8	11.7	4.5

Table 3.6 Listening rates by three surveyed populations to KCSM-TV (Channel 14) and KCSM-FM.

SECTION 12: PREFERENCES FOR TIME AND LOCATION OF CLASSES

Three of the populations (excluding District employees) were asked four questions about their preferences for the time and place of classes they might attend. They were asked to indicate their preference for the time of day (morning/afternoon/evening); their preference for scheduling format (one 3-hour class per week/two 1½-hour classes per week/three 1-hour classes per week); their preference for location of class (on- or off-campus) and finally, the days of the week most convenient for them to attend.

The results are displayed in Tables 3.7 - 3.9.

PREFERRED TIME FOR TAKING A COURSE	COUNTY RESIDENTS	HIGH SCHOOL SENIORS	DISTRICT COLLEGE STUDENTS
	(N = 843)	(N = 536)	(N = 732)
1. Morning	20.4	83.0	74.6
2. Afternoon	8.9	10.0	6.0
3. Evening	70.7	7.0	19.4
PREFERRED SCHEDULING FORMAT FOR COURSE	(N = 802)	(N = 518)	(N = 733)
1. One 3-hour Day Session/Week	17.8	20.7	20.5
2. One 3-hour Eve Session/Week	54.1	5.4	22.0
3. Two 1½-hour Day Sessions/Week	8.1	33.4	23.7
4. Two 1½-hour Eve Sessions/Week	14.9	4.8	3.7
5. Three 1-hour Day Sessions/Week	3.3	31.3	28.9
6. Three 1-hour Eve Sessions/Week	1.8	4.4	1.2
1-2: one 3-hour session (Day or Eve)	71.9	26.1	42.5
3-4: two 1½-hour sessions (Day or Eve)	23.0	38.2	27.4
5-6: three 1-hour sessions (Day or Eve)	5.1	35.7	30.1
1-3-5: Day Sessions	29.2	85.4	73.1
2-4-6: Evening Sessions	70.8	14.6	26.9

Table 3.7 Preferences regarding time and format of scheduling classes by three of the populations surveyed.

While the morning was decisively prefered by the high school and college students responding, the county residents expressed an equal preference for the evening. This contrast is confirmed in the response to the question on scheduling formats. None of the groups preferred the afternoon to a significant extent, a serious problem in the way of efficient utilization of college facilities . Two of the populations, especially the county residents, preferred a once-a-week scheduling format for a given course. Only 5% of the county residents responding preferred a three-session per week format whether day or evening.

All three of the populations rated the mid-week days (Tuesday, Wednesday, Thursday) as most convenient with Monday and Friday (except for college students) in a secondary position. While Saturday was regarded as acceptable to less than 10% of the two student populations, almost a third of the county residents regarded it as a convenient day for class. (cf Table 3.8)

ACCEPTABLE DAY OF WEEK FOR ATTENDING CLASS	COUNTY RESIDENTS	HIGH SCHOOL SENIORS	DISTRICT COLLEGE STUDENTS
Monday	64.4	62.0	77.8
Tuesday	71.7	70.0	65.6
Wednesday	72.2	71.0	83.9
Thursday	70.0	64.5	63.3
Friday	38.6	40.8	61.5
Saturday	32.7	4.1	7.9

Table 3.8 Convenience of days of week for taking classes as rated by three populations surveyed.

The attitudes of the three populations were in fairly high agreement as regards preference for location of classes on or off campus. About half of each group opted for on-campus classes and half for off-campus classes. The county residents had a slightly greater tendency to prefer off-campus locations, and showed considerably less tendency to prefer positively on-campus location.

PREFERRED LOCATION OF CLASS	COUNTY RESIDENTS (N = 899)	HIGH SCHOOL SENIORS (N = 502)	DISTRICT COLLEGE STUDENTS (N = 710)
1. Off-Campus Location (e.g. church, business office, community hall) would be more convenient and I would take such a class	31.3	28.9	28.0
2. Off-Campus Location is preferable but not sure would take such a class	18.7	18.3	15.8
3. College Campus is just as convenient	38.0	32.1	35.5
4. No, I prefer campus environment	12.0	20.7	20.7

Table 3.9 Preferences for class location by three populations surveyed.

SECTION 13: OBSTACLES TO CLASS ATTENDENCE

Another series of questions in Section 3 occuring on several versions of the questionnaire, concerned factors which the respondents felt discouraged them from attending class at the District colleges. By far the most important obstacle was the lack of public transportation cited by a fourth of the students responding and by 137 county residents. The related issue of inconvenient or unsafe parking facilities was cited by nearly as many (except high school students) as an important obstacle to their attending class. The lack of child-care facilities, while mentioned by about 5% of the respondents, was regarded as less of an obstacle than the District colleges' procedures for registration, though this was mentioned by fewer than 10%. The low percentage of persons mentioning child-care facilities may, of course, be related to the low rate of response to the survey from members of ethnic minorities and generally from county areas with low incomes as well as to the fact that the respondents tended to be those who have had a high rate of contact with the colleges and were, therefore, in less need, presumably, of child-care facilities. No conclusion can be drawn here about the number of residents who may be staying away from the colleges for lack of these facilities.

OBSTACLES TO CLASS ATTENDANCE	COUNTY RESIDENTS (N = 1098)	HIGH SCHOOL SENIORS (N = 606)	DISTRICT COLLEGE STUDENTS (N = 762)
Lack of Child-Care Facilities	61	18	51
Lack of Public Transportation	137	164	167
Lack of Safe and Convenient Parking	110	61	108
Lack of Convenient Registration Procedures	95	65	65
(Other Obstacles)	117	38	43

Table 3.10 Obstacles to class attendance cited by respondents in three populations surveyed.

SECTION 14: EDUCATIONAL PLANS OF STUDENTS RESPONDING

A series of five questions were asked of high school seniors in the survey regarding their educational plans.

Only 10 percent of the 566 high school students responding indicated that they did not plan to attend college; 39% planned to attend a college outside

San Mateo County. Of the 51% (290) who planned to attend one of the District colleges, 186 or almost two-thirds named CSM. Cañada and Skyline were designated by 20% and 15% respectively. This correlates rather closely with the respective percentages of the high school respondents who have contacted the three colleges (cf Section II above).

What are your college plans after high school?

1.	No College	57	10.1%
2.	Attend Skyline	44	7.8%
3.	Attend CSM	186	32.9%
4.	Attend Cañada	60	10.6%
5.	Attend Another College	219	38.7%

(N = 566; 40 or 6.6% omitted responding)

Table 3.11 College plans of high school students responding to survey.

The same degree of preference for CSM is manifested in the responding to a question asked of county residents who had children between 14 and 18 regarding the college plans of these children, but in this case Skyline enjoyed a higher rate of preference than Cañada.

RESIDENTS WITH CHILDREN BETWEEN 14 AND 18 YEARS

Planning to attend Skyline	70	23.9%
Planning to attend CSM	148	50.5%
Planning to attend Cañada	59	20.1%

Table 3.12 County residents with children 14-18, and numbers planning to attend District Colleges.

Those high school students planning to attend a District college were asked three other questions, the results to which are displayed in Tables

3.13 - 3.15 below. Almost half plan eventually to transfer to a four year college after attending one of the District colleges; only 13% aim finally at an A.A. degree, although more than one-third are not sure of their plans at this time.

What is your educational goal (if you are planning to attend one of the three District colleges)?

1.	Eventually transfer to a four-year college	162	47.8%
2.	Obtain an A.A. degree and stop	43	12.7%
3.	Not sure	143	39.5%

(N = 339; 267 or 44% omitted responding)

Table 3.13 Educational goals of high school students planning to attend District colleges.

Whereas less than 10% of the high school seniors plan not to work while attending college, more than one-fourth of the students now attending District colleges (and who responded to the survey) are not working.

What are your working plans (if you go to a District College)?

		HIGH SCHOOL SENIORS		DISTRICT COLLEGE STUDENTS	
1.	Be a full-time student and not work	27	7.9%	197	26.6%
2.	Be a full-time student and work	162	47.5%	309	41.7%
3.	Be a part-time student and work	152	44.6%	235	31.7%
		(N = 341; 265 or 44% omitted responding)		(N = 741; 21 or 2.8% omitted responding)	

Table 3.14 Work plans of high school students planning to attend District colleges compared to work patterns of students now attending District colleges.

Only 25% of the responding high school seniors plan to live away from their parents while attending a District college. 44% of current college students responding now in fact do not live with their parents.

What are your residence plans (if you go to a District college)?

	HIGH SCHOOL SENIORS		DISTRICT COLLEGE STUDENTS	
1. Live with parents	264	75.2%	414	55.9%
2. Live away from parents	87	24.8%	326	44.1%
	(N = 351; 255 or 42.1% omitted responding)		(N = 740; 22 or 2.9% omitted responding)	

Table 3.15 Residence plans of high school students planning to attend District colleges compared to residence patterns of current college students.

While 51% of high school respondents planned to attend a community college, about the same number (allocating the percent who felt there was little difference) regarded this as the best way to spend the first two years of college.

Where do you believe it is best to spend your first two year of college?

1. At a community college	190	43.8%
2. At a four-year college	141	32.5%
3. It makes little difference	103	23.7%

(N = 434; 172 or 28.4% omitted responding)

Table 3.16 Attitudes toward best way to spend first two years of college, expressed by 454 high school seniors.

The educational plans of college students surveyed was in marked agreement with the goals of the high school seniors. While 13% of the latter aimed for an A.A. degree, 16.3% of the college students had the same objective. 48% of the high school seniors aimed toward a B.A. degree (or at least transfering to a four-year college), 56% of the college students aspired to the same goal. The other objectives proposed to the college students all received appreciably lower levels of interest. (Compare Table 3.13)

1. Obtain a certificate	83	10.9%
2. Obtain an A.A. degree	124	16.3%
3. Obtain a B.A. degree	429	56.3%
4. Improve job skill	35	4.6%
5. Obtain leisure skills	15	2.0%
6. Face an educational challenge	19	2.5%
7. Other	29	3.8%

(N = 734; 28 or 3.7% omitted responding)

Table 3.17 Educational goals of responding District college students.

CHAPTER FOUR: ANALYSIS OF SURVEY RESPONSES TO PARTS ONE AND TWO

The reader should recall while reading the interpretations presented in this chapter the two cautions previously articulated: the responses from county residents were substantially skewed in the direction of persons who have had some contact with one or another of the District colleges; and among the responses from District college students, day students were more highly represented than evening college students.

SECTION 15: RATING COLLEGE PERFORMANCE

The analysis of survey response will be divided into two sections. Responses to part one of the questionnaire rating the current and past performance of the District colleges in nineteen areas will be considered first. Responses to the goal questions in part two of the questionnaire will be analyzed in the next section. Responses to part three were considered in Chapter Three.

It might be helpful for the reader at this point to review the actual wording of the questions (presented on following page) since the computerized charts through-out this section and in the appendices contain only telegram-style versions of the questions. Note also that the rating scale presents two favorable alternatives, one minimally favorable and one unfavorable.

I. We would like your opinion on how well our colleges are meeting the educational needs of the residents of San Mateo County. Please respond as to whether you believe that our services in each of the following areas are:

(1) outstanding
(2) good
(3) satisfactory
(4) unsatisfactory

Kindly check ( ) one of the choices below each item. If you feel that you have insufficient information or experience to form an opinion on our services in a particular area, please leave that item blank.

1. Two-year lower division college education for students planning to transfer to a four-year college
(1)______ (2)______ (3)______ (4)______

2. Vocational/occupational education to prepare young people for employment
(1)______ (2)______ (3)______ (4)______

3. Continuing education for employed persons who wish to extend or improve their job skills
(1)______ (2)______ (3)______ (4)______

4. Job training for currently unemployed persons planning to enter or re-enter the employment market
(1)______ (2)______ (3)______ (4)______

5. Enrichment education for employed or retired persons desiring to broaden their horizons
(1)______ (2)______ (3)______ (4)______

6. Televised courses on College of the Air (KCSM-TV, Ch.1
(1)______ (2)______ (3)______ (4)______

7. Educational radio and television programming on KCSM-FM and KCSM-TV (Channel 14)
(1)______ (2)______ (3)______ (4)______

8. Counseling and courses for ethnic minority students
(1)______ (2)______ (3)______ (4)______

9. Special educational programs and services for women
(1)______ (2)______ (3)______ (4)______

10. Variety and scope of course offerings
(1)______ (2)______ (3)______ (4)______

11. Teaching performance of our faculty
(1)______ (2)______ (3)______ (4)______

12. Counseling and guidance services
(1)______ (2)______ (3)______ (4)______

13. Admissions and registration services
(1)______ (2)______ (3)______ (4)______

14. Recruitment of students
(1)______ (2)______ (3)______ (4)______

15. Providing information to the public on course offerings
(1)______ (2)______ (3)______ (4)______

16. Responsiveness to community requests for new offerings
(1)______ (2)______ (3)______ (4)______

17. Library and audio-visual services
(1)______ (2)______ (3)______ (4)______

18. Cooperative (on-the-job) education services
(1)______ (2)______ (3)______ (4)______

19. Job placement services
(1)______ (2)______ (3)______ (4)______

The most direct and simple summation of the rating responses is to say that they were as a whole favorable and that this was consistent across the four populations and their sub-groupings. The over-all mean of all responses by all groups to the nineteen questions was slightly less than "good" (2.1, where 1 = Outstanding, 2 = Good; 3 = Satisfactory, and 4 = Unsatisfactory). In only two instances did any of the nineteen subjects receive an unsatisfactory rating from more than 15% of any of the four populations.

On the other hand, no question received an "oustanding" rating by as many as 30% of any of the four populations and only one (Enrichment education for employed or retired persons desiring to broaden their horizons (#5)) received an outstanding rating from 25% of all four populations. (Refer to Chart 4.1) Among both District college students and District employees,

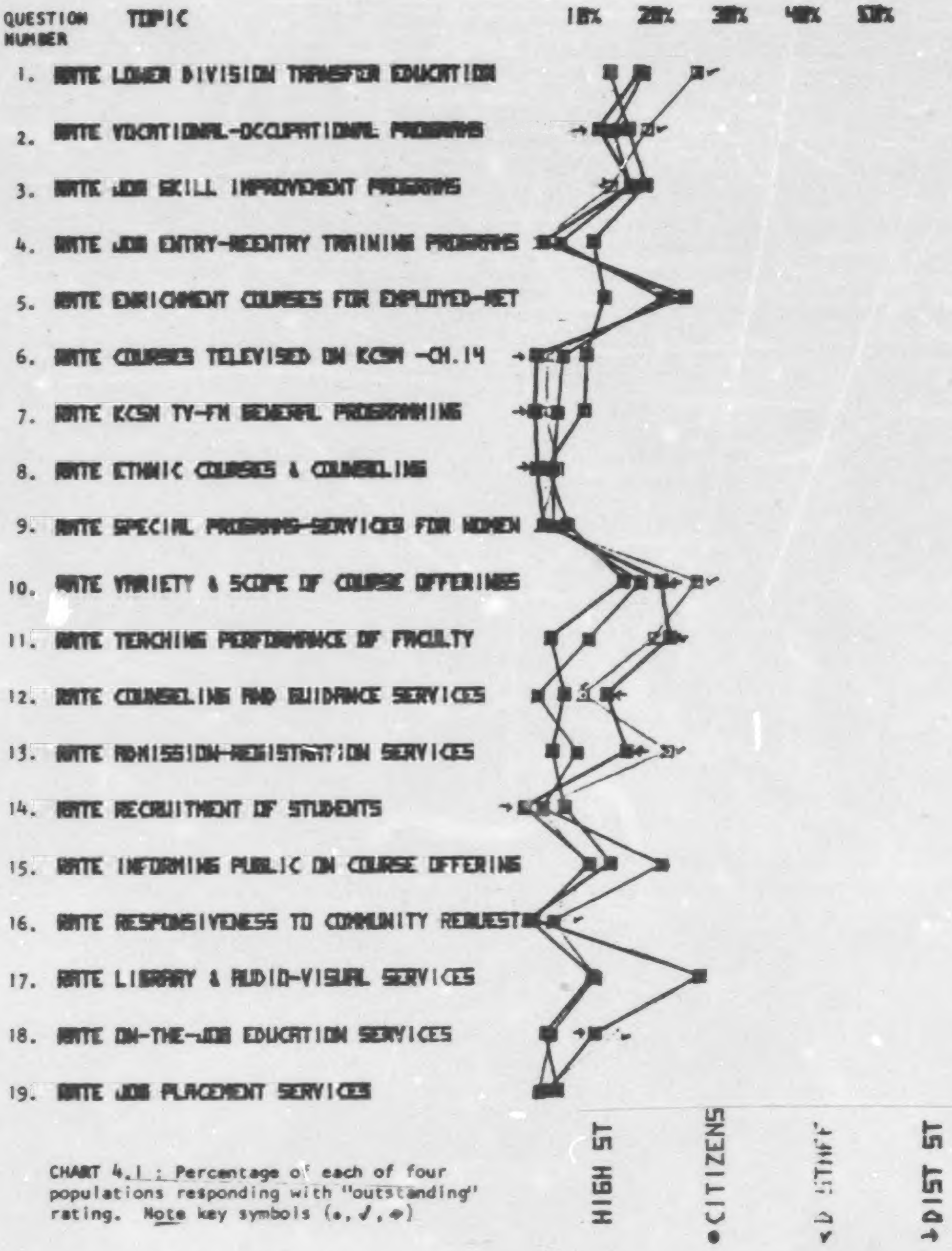


CHART 4.1 ; Percentage of each of four populations responding with "outstanding" rating. Note key symbols (•, √, ⇒)

25% or more rated as outstanding the Variety and Scope of Course Offerings (#10), Admission and Registration Services (#13) (compare the analysis of obstacles on page 42) and Library and Audio-Visual Services (#17). Less than five percent of any of the four populations rated either KCSM programming (#'s 6,7) or services for Ethnic Minorities (#8) or for Women (#9) as outstanding. An equally small percent of the county residents responding rated Counseling and Guidance Services (#12) as outstanding; District college students were the most favorable group in this regard, though less than 15% rated it outstanding. (To interpret Chart 4.1, read the numbers "10, 20 ..." which head the columns as percentages of the total responding population who rated the particular service as "Outstanding".)

Individual charts for each of the four major populations and for each of the three college sub-divisions of District students and District employees are available in Appendix B. Each chart deals with a separate population or sub-population. Across the top of these charts is a scale from 0 to 75 percent, and following each of the nineteen rating areas is a horizontal histogram showing the percent of the population who responded in each of the four rating alternatives. The left-most sub-section of the histograms represents the percentage responding "Outstanding"; the next sub-section, the percentage responding "Good"; the third sub-section, the percentage responding "Satisfactory"; and the right-most section, the percentage responding "Unsatisfactory". Chart 4.1 is simply a comparision on a single chart of the percentages responding "Outstanding" from each of the population groups analyzed individually in Appendix B.

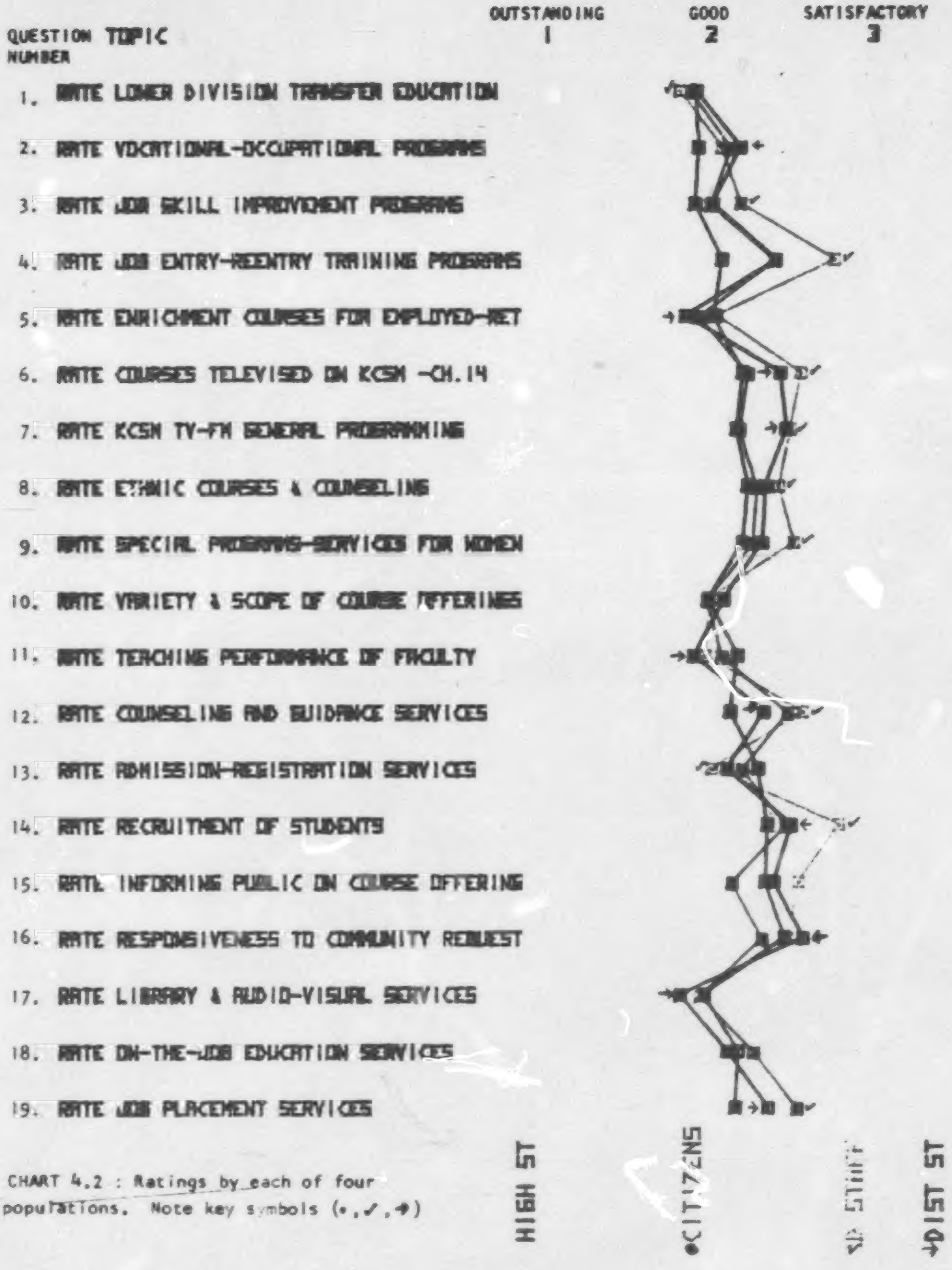


CHART 4.2 : Ratings by each of four populations. Note key symbols (•,✓,→)

The remarkable item by item agreement among the four populations is illustrated in Chart 4.2 which presents in close array the mean rating given by each of the four populations to each of the nineteen subject areas of part one. Not all subjects received the same rating but the four populations to a great extent agreed in their ratings of the individual items. The instance of greatest disagreement occurred regarding the evaluation of Job Training for Currently Unemployed Persons Planning to Enter or Re-enter the Employment Market (#4), where the District staff was most critical. Recruitment of Students (#14) also received a more negative rating from District staff than from the other three populations, though in none of the four populations did more than 5% rate the colleges outstanding in this function (cf. Chart 4.1). Cañada students and Cañada and C.S.M. staff were especially critical (cf. Charts 4.3 and 4.4 on following pages).

Using the mean ratings as guides, five areas stand out for their consistently "good" rating. These are Enrichment Education for Employed or Retired Persons (#5), Variety and Scope of Course Offerings (#10), Admissions and Registration Services (#13), Library and Audio-Visual Services (#17), all of which received high percentages of "Outstanding" ratings (cf. pp. 49, 50); and, in addition, Lower Division Transfer Education (#1) and Teaching Performance of the Faculty (#11).

Those areas receiving ratings at the lower end of the spectrum include KCSM programming (#'s 6,7) (cf p. 49), Courses and Counseling for Ethnic Minority Students (#8) and Special Educational Programs and Services for Women (#9), Student Recruitment (#14), Providing Information to the Public about Course Offerings (#15) and Responsiveness to Community Requests for New Offerings (#16) as well as Job Placement Services (#19). In all of these areas the District Staff was most critical and the county residents (except for #19) and high school students least critical.

Comparision of the three college student populations, illustrated in Chart 4.3 on the following page, shows the Cañada college student most critical. Counseling and Guidance Services (#12), Recruitment of Students (#14), and four of the five kinds of curricula (#'s 1-4) received the lowest ratings by Cañada students, though in every instance the rating was at least "Satisfactory". All three colleges (though Skyline to a lesser extent) gave low ratings to the Responsiveness to Community Requests for New Offerings (#16). The highest single rating was that given to Library and Audio-Visual Services by C.S.M. students (#17). Almost as high a rating was given by Skyline students to the Teaching Performance of their Faculty (#11), though this was followed closely by the ratings at the other two colleges. KCSM programming (#'s 6,7) received its best rating from the C.S.M. students; but the rating was only average compared to the other categories as rated by the C.S.M. students.

Comparision of the three college staffs responding show no school staff consistently more critical than another. C.S.M. staff were pleased generally with the quality of Lower Division Transfer Education (#1) and with Vocational-Occupational Programs (#2), Variety and Scope of Course Offerings (#10) and Library and Audio-Visual Services (#17), but much less pleased with Job Training for Unemployed persons planning to seek employment (#4), Counseling and Guidance Services (#12) and the four areas concerned with

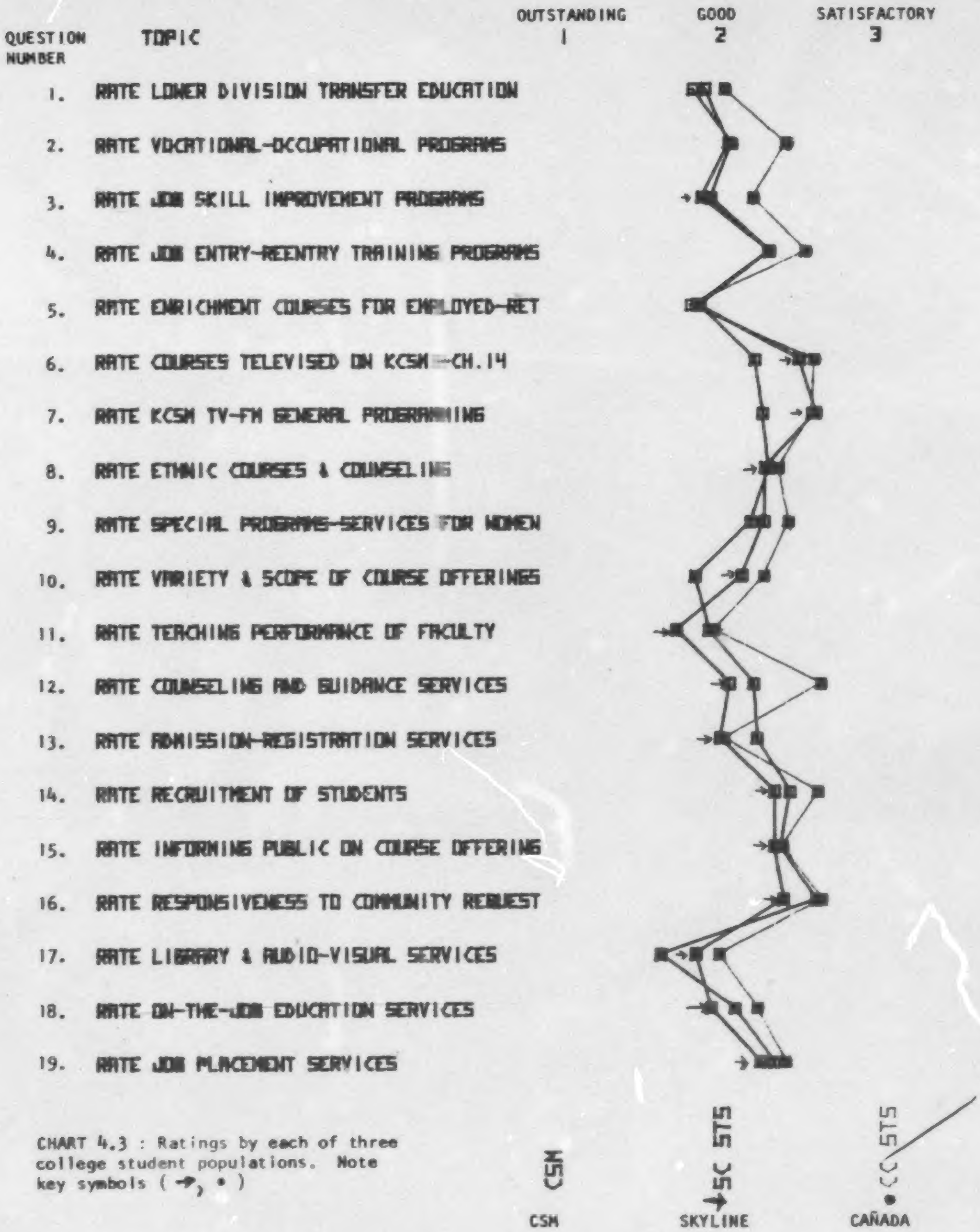


CHART 4.3 : Ratings by each of three college student populations. Note key symbols (→, •)

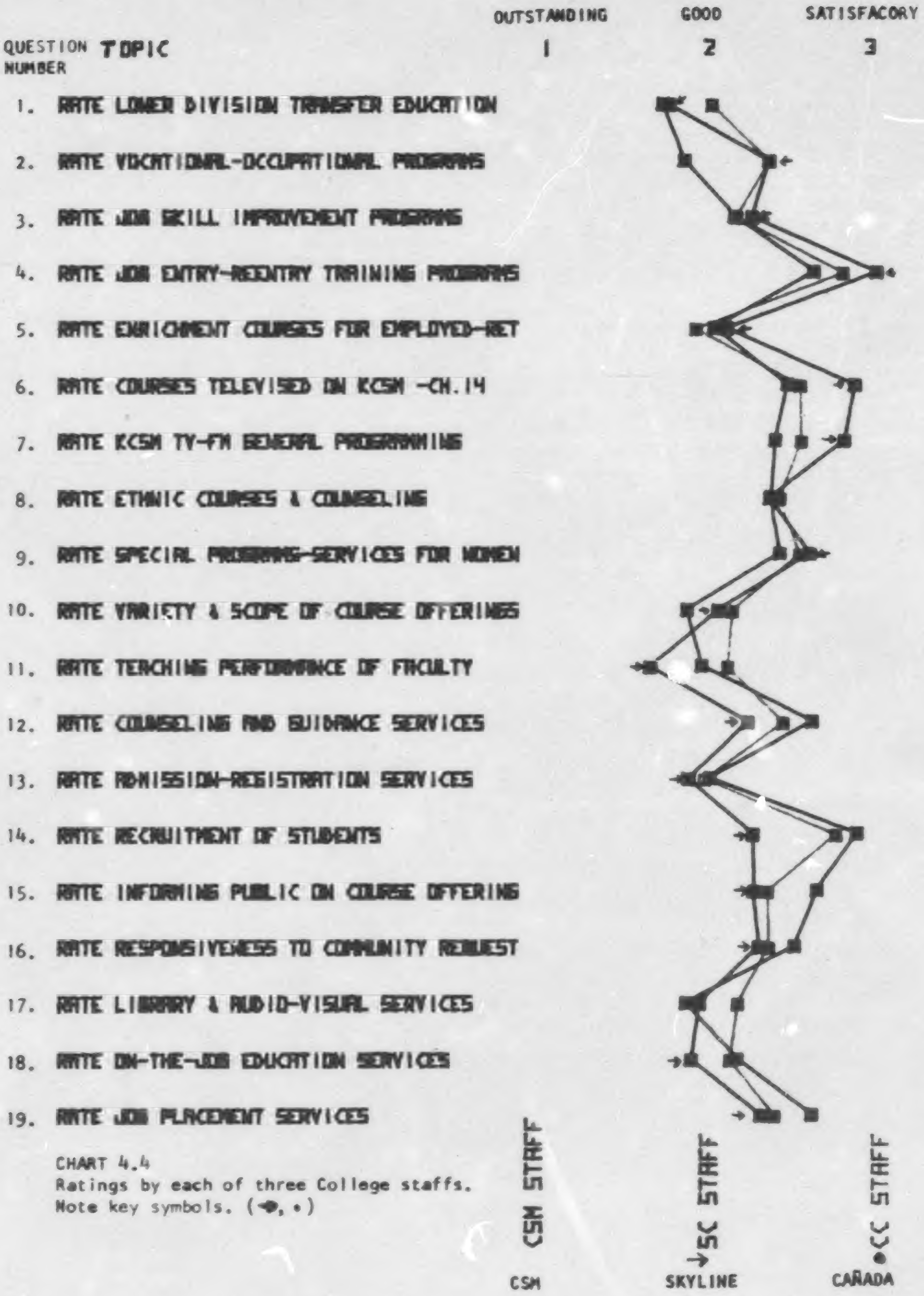


CHART 4.4
Ratings by each of three College staffs.
Note key symbols. (→, •)

Student Recruitment, Job Placement, Informing and being Responsive to the Public about Course Offerings (#'s 14,19,15,16). (Chart 4.4 on page 55 may be studied for comparisons between the three college staffs.)

Skyline employees were equally unhappy with their Job Entry Programs (#4) but more content with Student Recruitment, Job Placement and Responsiveness to the Community. Compared to the other two colleges the Skyline staff were considerably more critical of KCSM programming.

Cañada's staff agreed with C.S.M. in their negative evaluation of Student Recruitment and Job Entry programs. This staff showed the least range of variation in ratings within the nineteen areas. The Cañada staff was most happy with Enrichment Courses for Employed or Retired persons (#5) and with their Lower Division Transfer Program (#1).

Chart 4.5 on page 57, illustrating the percentages of "Outstanding" ratings given to the nineteen items by the three college staffs is interesting for the wide range of variation especially by the Skyline staff, but otherwise confirms the analysis provided above.

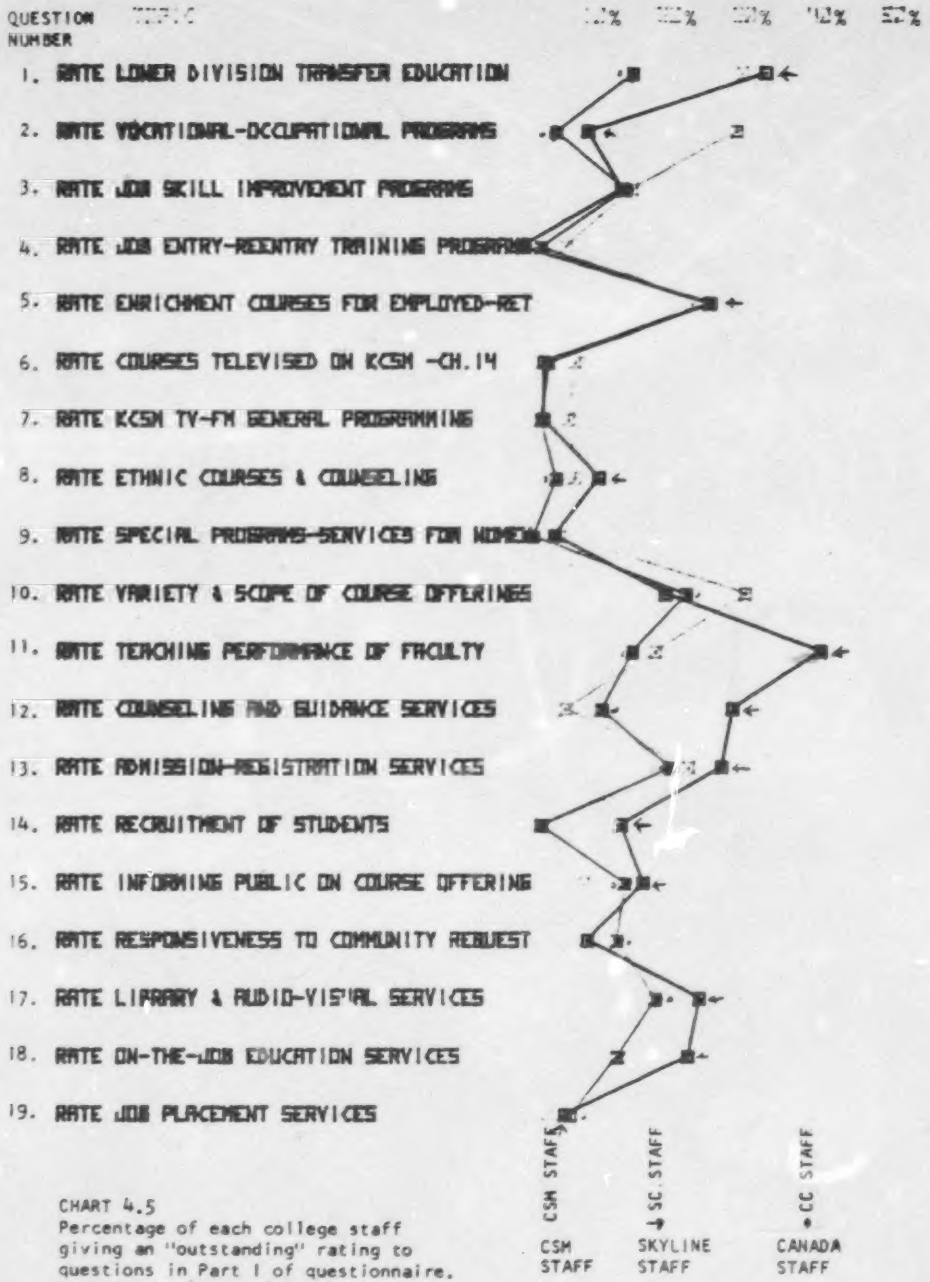


CHART 4.5
Percentage of each college staff giving an "outstanding" rating to questions in Part I of questionnaire. Note key symbols. (→, •)

SECTION 16: EDUCATIONAL GOALS FOR THE DISTRICT COLLEGES

Thirty-two goals, articulated by a sub-committee of the District Planning Staff, under the direction of Mr. George Wallace, in the manner described in Chapter One (cf p.2), were presented on the questionnaire. The respondent was asked to rank how important each of these goals should be in establishing the order of future priorities guiding the District. The scale of importance provided to the survey respondents as well as the precise wording of these 32 goals is presented on the following two pages. Their order of appearance was structured in accordance with standard rules for questionnaire design. This order has been changed, however, in the several charts analyzing the response in order to group together goals somewhat related.

References to the goals throughout this section will therefore occur in the following format:

(# n; p.q)

where n is the number of the item on the questionnaire; p is either 1 or 2 and indicates on which page of the analysis charts the goal is listed; and q is the line number at which it occurs on that page.

Since the District staff serves a distinctly different role regarding the goals (implementation) than do the other three populations, the staffs' responses will be analyzed separately in the last part of this section.

Some of the goal questions are comparable to questions in the section rating performance, previously analyzed, as displayed below in Table 4.6

II. The following section concerns the GOALS of our colleges. For each statement, please indicate whether you think the goal SHOULD BE:

(1) of extremely great importance
(2) of great importance
(3) of little importance
(4) of no importance

1. To provide a program equal to that offered in the first two years of a four-year college
(1)______ (2)______ (3)______ (4)______

2. To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events
(1)______ (2)______ (3)______ (4)______

3. To require each student to acquire a depth of knowledge in at least one academic/vocational area
(1)______ (2)______ (3)______ (4)______

4. To develop educational programs geared to new and emerging career fields
(1)______ (2)______ (3)______ (4)______

5. To help students understand and respect people from diverse backgrounds
(1)______ (2)______ (3)______ (4)______

6. To provide retraining opportunities for individuals whose job skills have become out of date
(1)______ (2)______ (3)______ (4)______

7. To maintain a climate of mutual trust and respect among students, faculty, and administrators
(1)______ (2)______ (3)______ (4)______

8. To provide opportunities for continuing part-time education for adults
(1)______ (2)______ (3)______ (4)______

9. To provide job placement services for students
(1)______ (2)______ (3)______ (4)______

10. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities
(1)______ (2)______ (3)______ (4)______

11. To provide all students with guidance and counseling and to provide some financial aid to those students who need it
(1)______ (2)______ (3)______ (4)______

12. To sponsor each year a rich program of cultural events -- lectures, concerts, art exhibits, and the like
(1)______ (2)______ (3)______ (4)______

13. To provide educational experiences relevant to the evolving interests of women in America
(1)______ (2)______ (3)______ (4)______

14. To help students develop capabilities to make rational choices
(1)______ (2)______ (3)______ (4)______

15. To present courses which represent the perception or point of view of a disadvantaged or minority group
(1)______ (2)______ (3)______ (4)______

16. To provide critical evaluations of prevailing practices and values in American society
(1)______ (2)______ (3)______ (4)______

GOAL QUESTION #	RATING QUESTION #
1	1
4,6	3,4
8	3
9	19
10,15	8
11	12
13,23,25,28	9
20	8
21	6,7
22	16
12,29	5,10

Table 4.6 Goal Questions with related Rating Questions

When analyzing these goals, comparisions where appropriate will be made to the related Rating Question(s) in order to highlight more adequately the existence of match or mis-match between present performance and the future importance of the particular area.

The goal rated consistently by all three populations (High School and College Students and County Residents) as being of highest importance is To Provide a Program Equal to that offered in the First Two Years of a Four Year College (#1;1.1). More than 50% of all three groups surveyed rated this goal as Extremely

17. To explore new approaches to learning such as tutorials, seminars, programmed material, individualized learning
(1)______ (2)______ (3)______ (4)______

18. To help students learn how to bring about change in American society
(1)______ (2)______ (3)______ (4)______

19. To award college units for supervised study done away from the campus: e.g., in extension or tutorial centers, by correspondence, or through field work
(1)______ (2)______ (3)______ (4)______

20. To provide specialized counseling and financial aids for disadvantaged students
(1)______ (2)______ (3)______ (4)______

21. To provide educational programs and courses utilizing television or radio as the means of communication
(1)______ (2)______ (3)______ (4)______

22. To actively seek out, design courses for, and bring programs to special groups in the community
(1)______ (2)______ (3)______ (4)______

23. To provide special programs for women who are students returning to college
(1)______ (2)______ (3)______ (4)______

24. To protect the right of faculty members to present unpopular or controversial ideas in the classroom
(1)______ (2)______ (3)______ (4)______

25. To provide programs designed to make institutions and individuals aware of the changing role of women in society
(1)______ (2)______ (3)______ (4)______

26. To provide the opportunity for individuals within the colleges to participate in the making of decisions which affect them
(1)______ (2)______ (3)______ (4)______

27. To provide an institution which promotes the uniqueness of each academic/technical area
(1)______ (2)______ (3)______ (4)______

28. To insure that certain courses are taught from both the male and female points of view
(1)______ (2)______ (3)______ (4)______

29. To schedule a wide series of courses and events which would contribute to enrich leisure time
(1)______ (2)______ (3)______ (4)______

30. To educate citizens to contribute to the development of our society
(1)______ (2)______ (3)______ (4)______

31. To encourage the development of unified or cross-disciplinary courses
(1)______ (2)______ (3)______ (4)______

32. To provide a broad spectrum of recreational activities
(1)______ (2)______ (3)______ (4)______

important. It will be recalled that this category among the questions rating current performance (#1) was also given a high rating by all three groups. There seems to be a solid match-up in this area.

Second only to the above in importance as ranked by all three populations was the development of Educational Programs geared to New and Emerging Career Fields (#4; 1.5). About 45% of each of the three populations rated this as extremely important. When comparing this importance level to the rating given the colleges for current performance in developing job skills and other job training (#'s 3,4) we find a serious mis-match, especially in regard to Rating Question # 4.

The third goal in importance, and the one rated most important by county residents, is To Help Students Develop a Sense of Self-worth, Self-confidence and a Capacity to have an Impact on Events (#2;1.3).

52% of the county residents regarded this as extremely important; 45% of the two student populations agreed.

Two goals manifested considerable disagreement between the three populations. Providing all Students with Guidance and Counseling and some Financial Aid to those Students who Need it (#11;1.12)was thought extremely important by almost 50% of the two student groups (60% of college students) but by less than 30% of county residents. It is noteworthy in this connection that the county residents rated current counseling and guidance services (#12) appreciable lower than did the two student populations. The disagreement between county residents and the student populations was equally pronounced in rating the importance of Providing SpecializedCounseling and Financial Aids for Disadvantaged Students (#20;2.6). Less than 22% of the county residents rated this extremely important compared to a solid 40% of both student groups. Current performance in this area (#8) received an average rating as compared to the other 18 areas.

College students felt that Protecting the Right of Faculty Members to Present Unpopular or Controversial Ideas in the Classroom (#24;2.11) was second in importance only to the transfer education program. High school seniors and county residents regarded this as considerably less important. (The three college faculties tended to agree with the college students though with slightly less emphasis.)

Other areas rated more important by college students in contrast to the other two populations include Providing Critical Evaluations of Prevailing Practices and Values in American Society (#16;2.1), Helping Students Learn how to Bring about Change in American Society (#18;2.2), Providing the Opportunity for Individuals within the Colleges to Participate in the

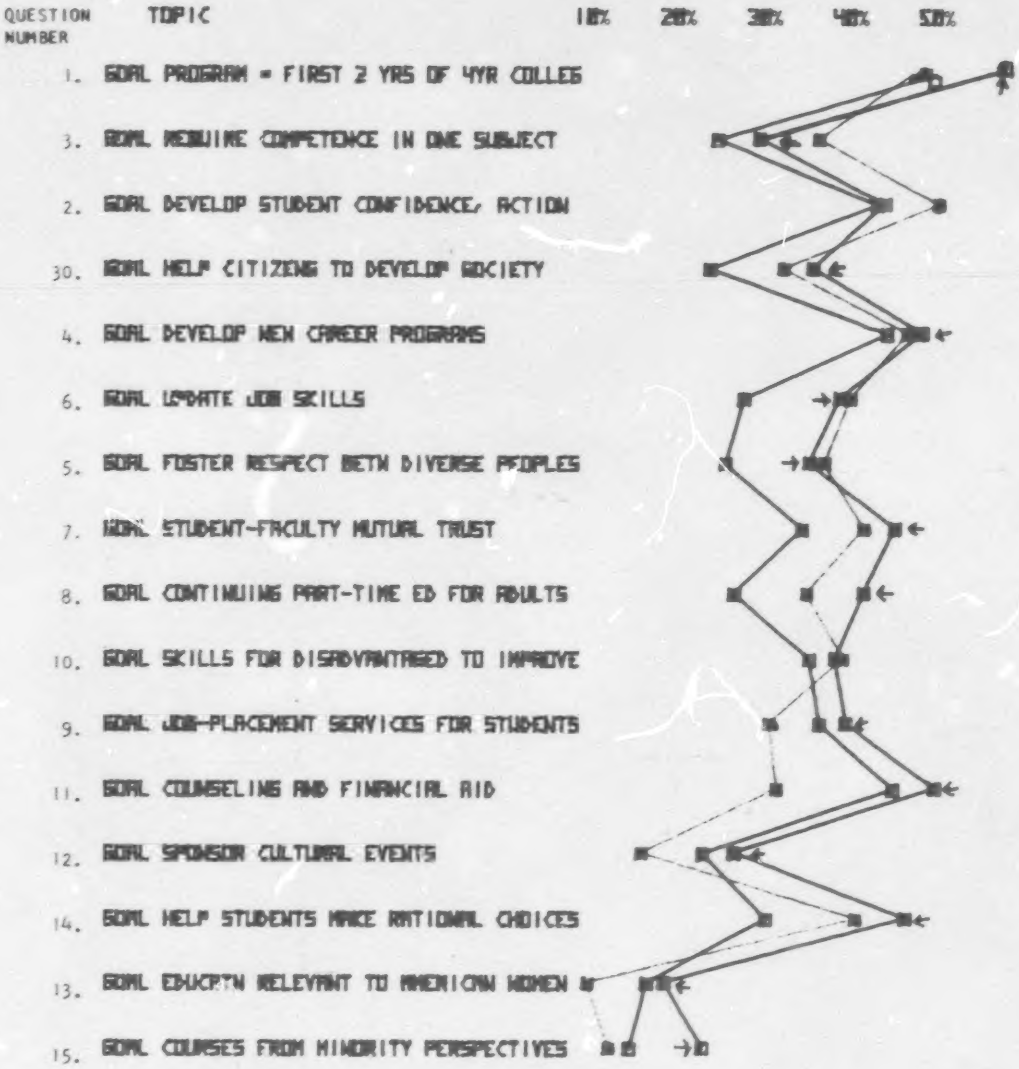


CHART 4.7 Part I
Percentage of three populations (Community Residents/Citizens, High School Students & District College Students) giving an "Extremely Important" rating to 16 Goal Questions in Part II of Questionnaire.

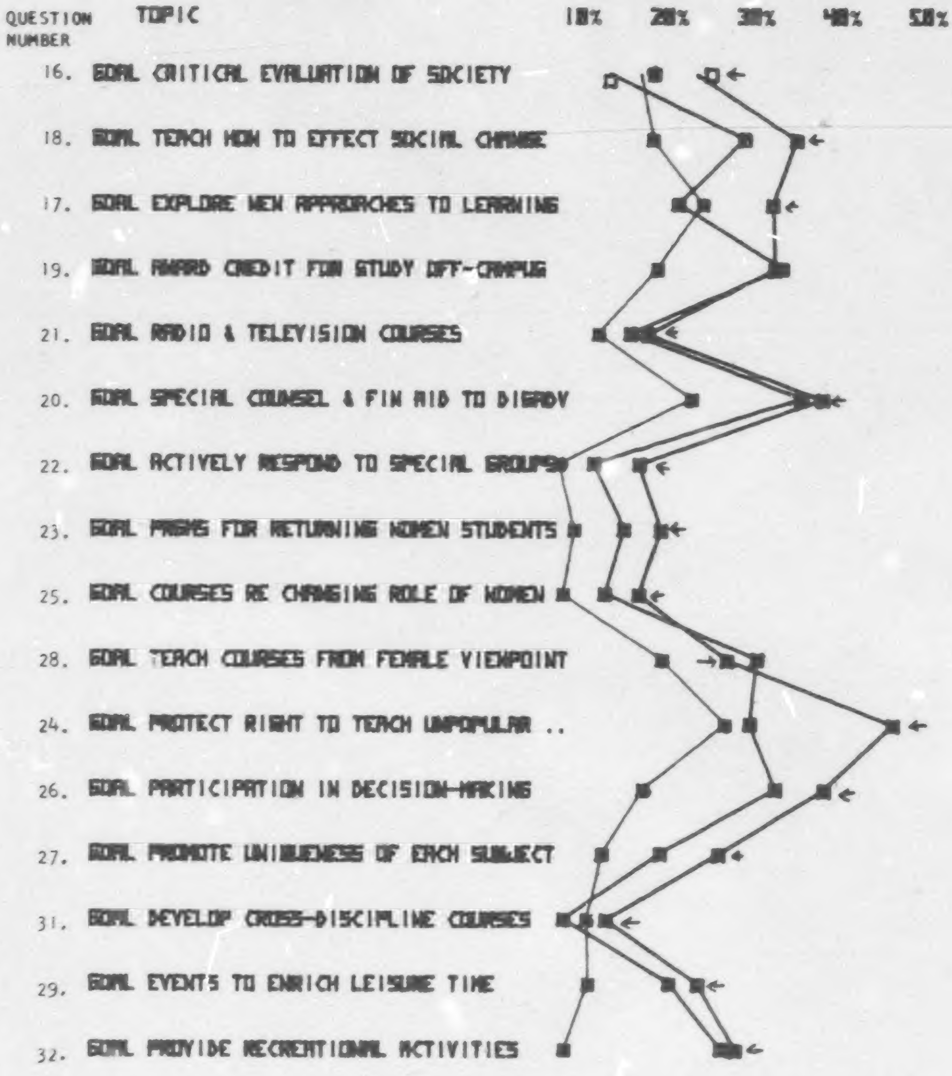


CHART 4.7 Part 2
Percentage of three populations (Community Residents/Citizens, High School Students & District College Students) giving an "Extremely Important" rating to the remaining 16 Goal Questions in Part II of Questionnaire.

Making of Decisions which Affect Them (#26;2.12), Sponsoring a Rich Program of Cultural Events (#12;1.13) and Courses which would Contribute to Leisure Time (#29;2.15) as well as Providing a Broad Spectrum of Recreational Activities (#32;2.16).

Particularly low importance was attached to the goals concerned with programs, course and other services for ethnic minorities (#15;1.16), women (#13;1.15) (#23;2.8) (#25;2.9), and other special groups (#22;2.7). The county residents rated these goals lowest of all. In this connection, however, the caution mentioned at the beginning of this chapter is worth repeating. The county residents who responded were 70% male and only 4% Black or Spanish. Chart 4.7 displays the percentage of each of the three populations who rated a given goal as extremely important.

- - - -

The college student population was subdivided by college for more detailed analysis. The most obvious attribute, however, of this three-part comparision is the almost perfect agreement, item by item, between the three college student groups. While a fair amount of variation exists between the various goal ratings, almost no variation occurs between colleges on any one of the goals. Chart 4.8 on pages 65 and 66, illustrates this close agreement graphically.

Appendix C provides detailed analyses of the response distribution to the 32 goal questions for each of the three major populations discussed above as well as for the three individual college sub-populations. The same format is used as in Appendix B, as explained above on page 50.

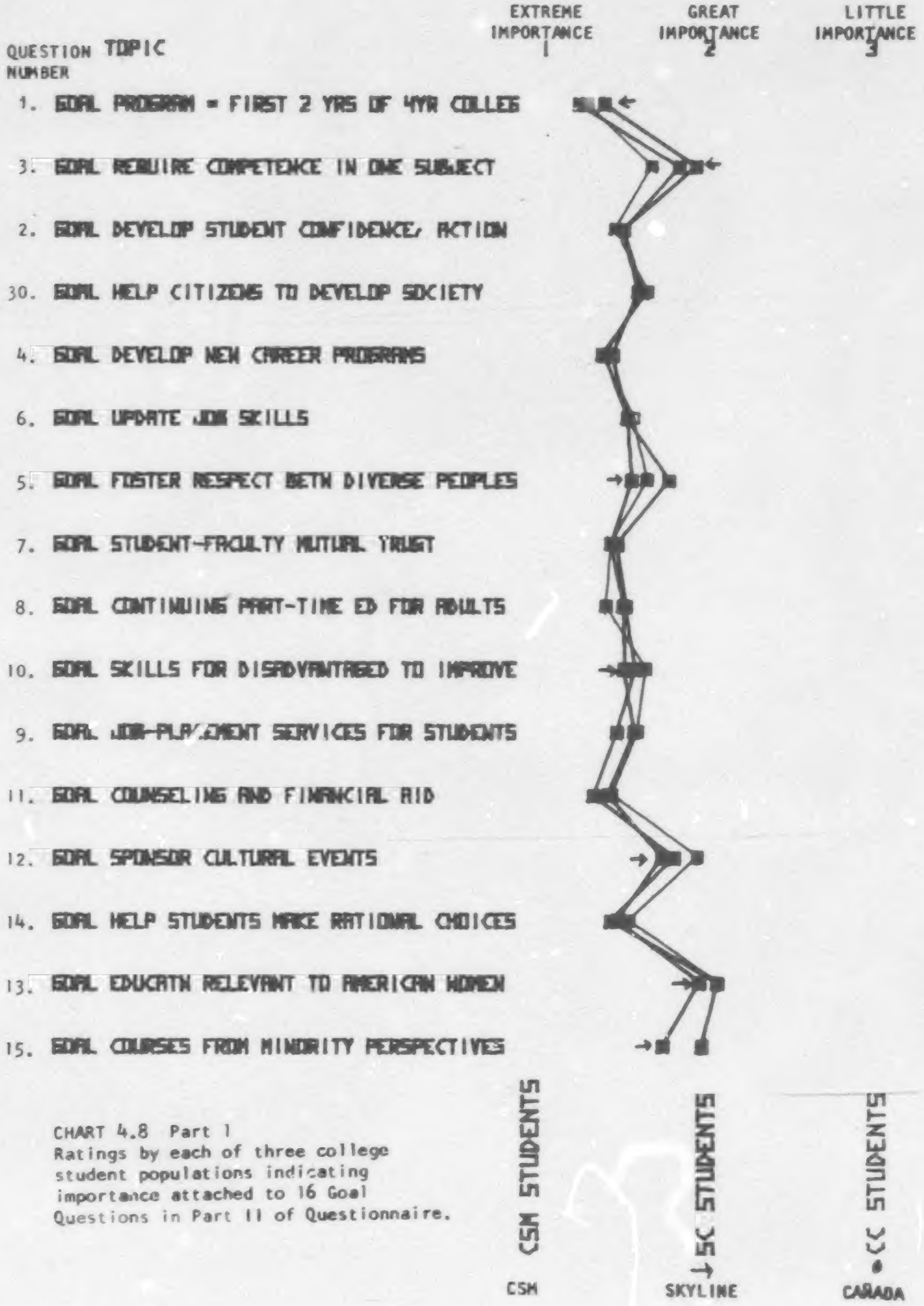


CHART 4.8 Part 1
Ratings by each of three college student populations indicating importance attached to 16 Goal Questions in Part II of Questionnaire.

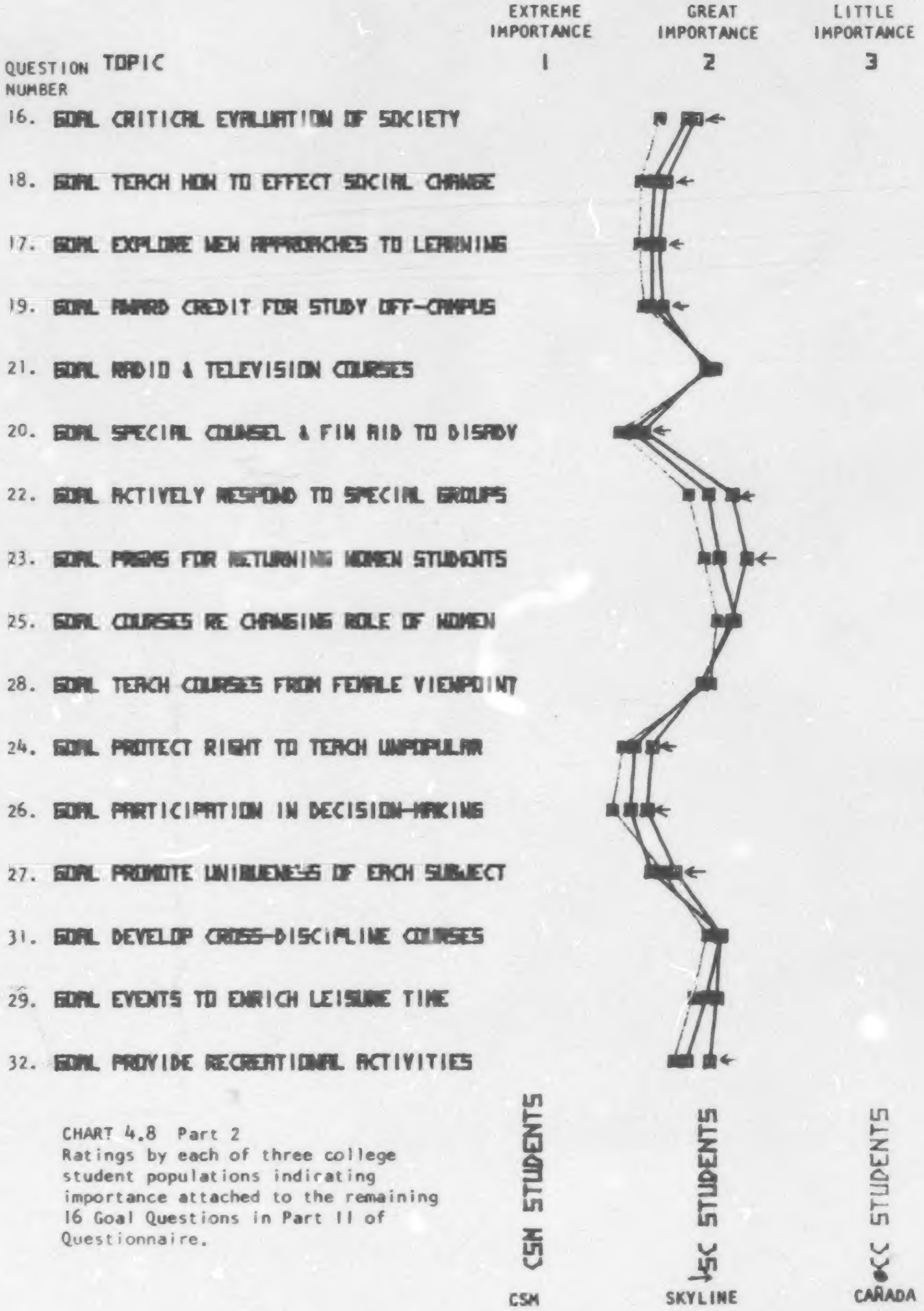


CHART 4.8 Part 2
Ratings by each of three college student populations indicating importance attached to the remaining 16 Goal Questions in Part II of Questionnaire.

The responses by the three college staffs to the goals section are in substantial agreement with the three populations just analyzed; the few differences will be noted. (cf. Chart 4.9 on pages 69-70)

Fifty percent or more (60% of the Skyline staff) agreed that Transfer Education (#1;1.1) is extremely important. The Development of Educational Programs Geared to New and Emerging Career Fields (#4;1.5) and Helping Students Develop a Sense of Self-worth, Self-confidence and a Capacity to have an Impact on Events (#2;1.3) were both rated extremely important by 50% or more of all three faculties with Canada college approaching 60% on both questions.

A goal selected as extremely important by 60% of the Cañada and C.S.M. faculties and by 50% at Skyline was the Maintenance of a Climate of Mutual Trust and Respect among Students, Faculty and Administrators (#7;1.8). The same rating was given by 40% or more of the county residents and District students.

The goal given maximum emphasis by all three college staffs (precisely 60% of all three rated it extremely important) was Helping Students Develop Capabilities for Making Rational Choices (#14;1.14). 50% of Cañada and C.S.M. regarded Opportunities for Individuals within the College to Participate in Making Decisions which Affect them as extremely important; only 38% of the Skyline staff agreed.

No other goals received such high emphasis from college staffs except perhaps the Exploration of New Approaches to Learning which was rated extremely important by over 50% of the Cañada staff but by less than 35% of the other two staffs. This represented the largest disagreement between the three staffs in regard to goals. There was some disagreement, however, regarding

Job Placement Services for Students (#9;1.11). Only 15% of the Skyline staff thought this extremely important compared to about 30% from both Cañada and C.S.M.

The goal with least importance to the three staffs was to Provide Educational Programs and Courses by Television or Radio (#21;2.5). Only the C.S.M. faculty rated this extremely important by more than 10% of their membership, and in their case only 15% so rated it.

Also receiving low ratings from the college staffs, in agreement with the other three populations, were the goals concerned with special services and courses for ethnic minorities and women.

The percentage of "Extremely Important" ratings for each of the goals by college staffs is presented in Chart 4.9; it is interpreted in the same way as Chart 4.7 on pages 62-63. Chart 4.10 on pages 71 and 72 presents the mean ratings for the various goals by the three college staffs. The statements made above are confirmed by this chart, though the phenomenon of convergence toward the mean makes the contrasts less evident. If is for this reason that the charts showing percentage of "Extremely Importance" ratings have been used predominantly in this Chapter. More detailed analysis of the distribution of all four responses for each of the goals by each of the college staffs is presented in the usual format in Appendix D.

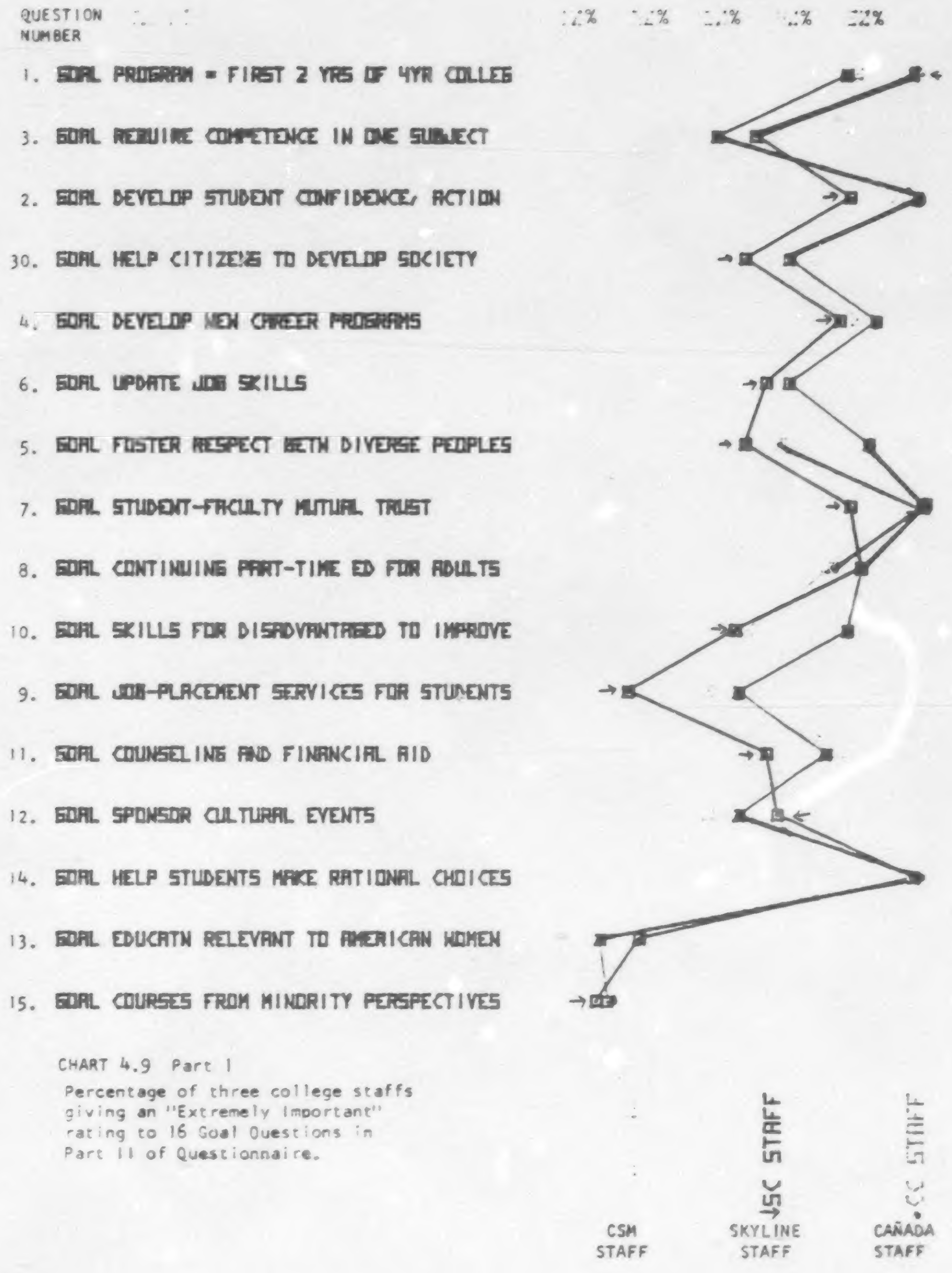


CHART 4.9 Part I

Percentage of three college staffs giving an "Extremely Important" rating to 16 Goal Questions in Part II of Questionnaire.

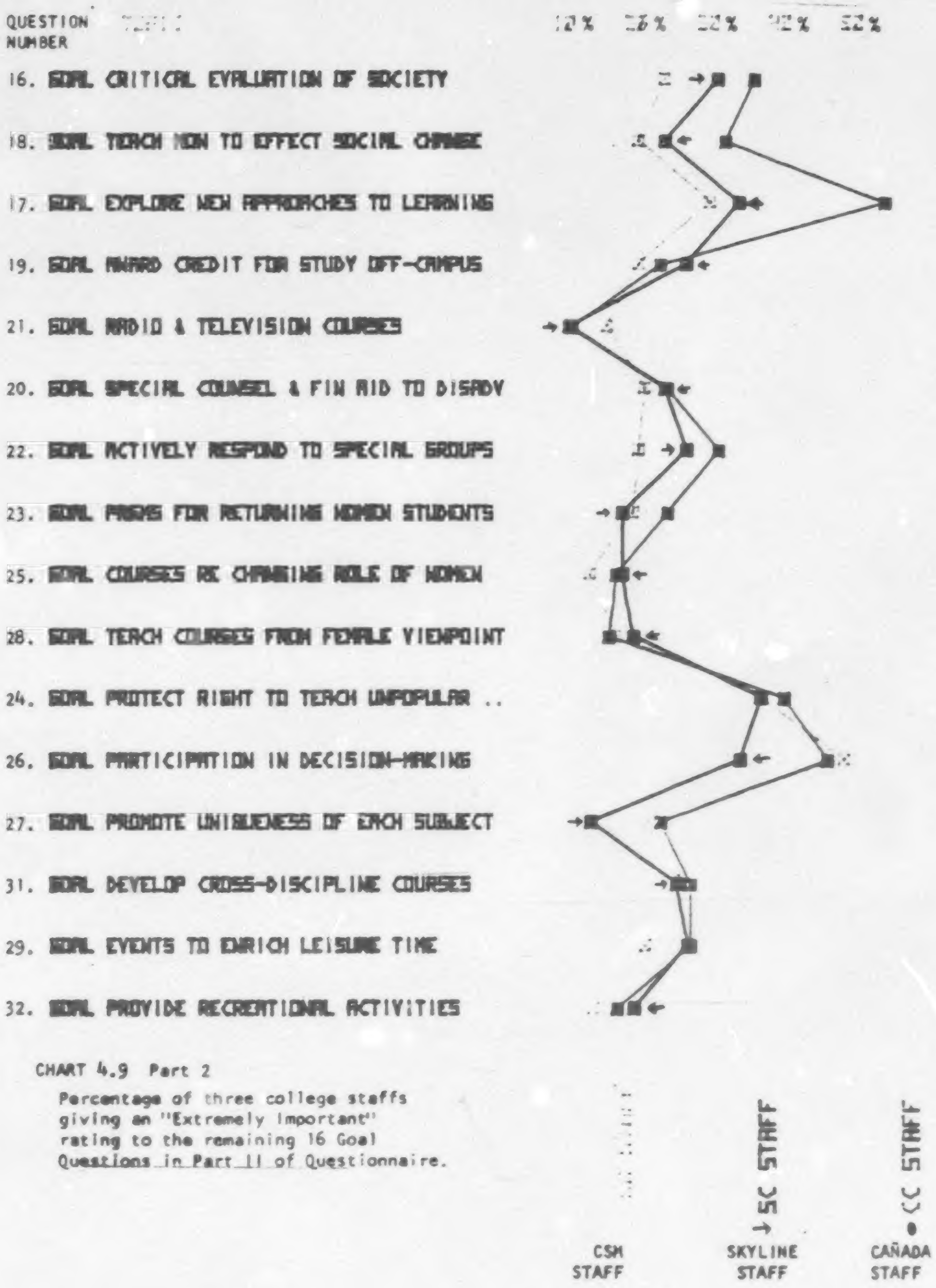


CHART 4.9 Part 2

Percentage of three college staffs giving an "Extremely Important" rating to the remaining 16 Goal Questions in Part II of Questionnaire.

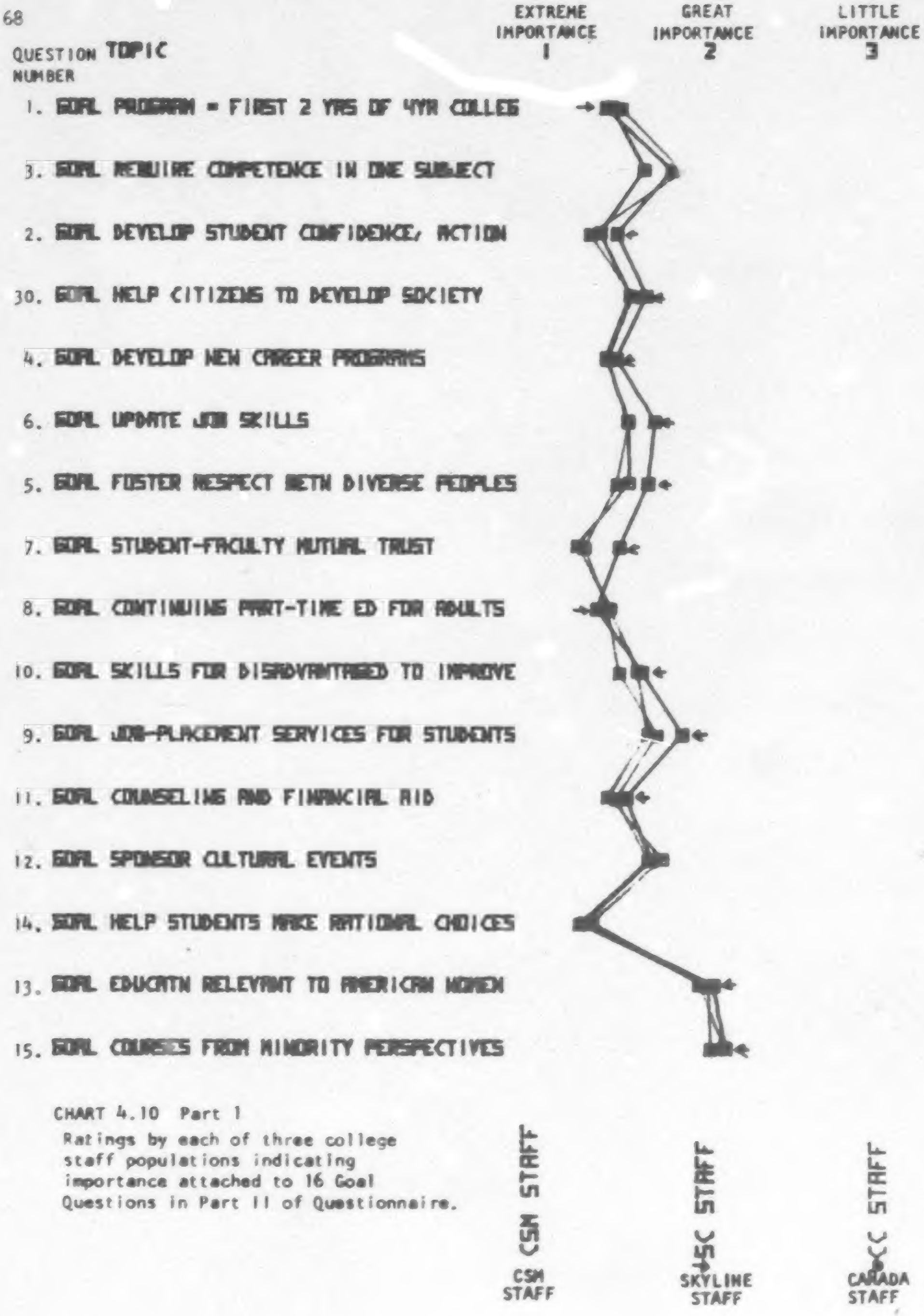


CHART 4.10 Part 1

Ratings by each of three college staff populations indicating importance attached to 16 Goal Questions in Part II of Questionnaire.

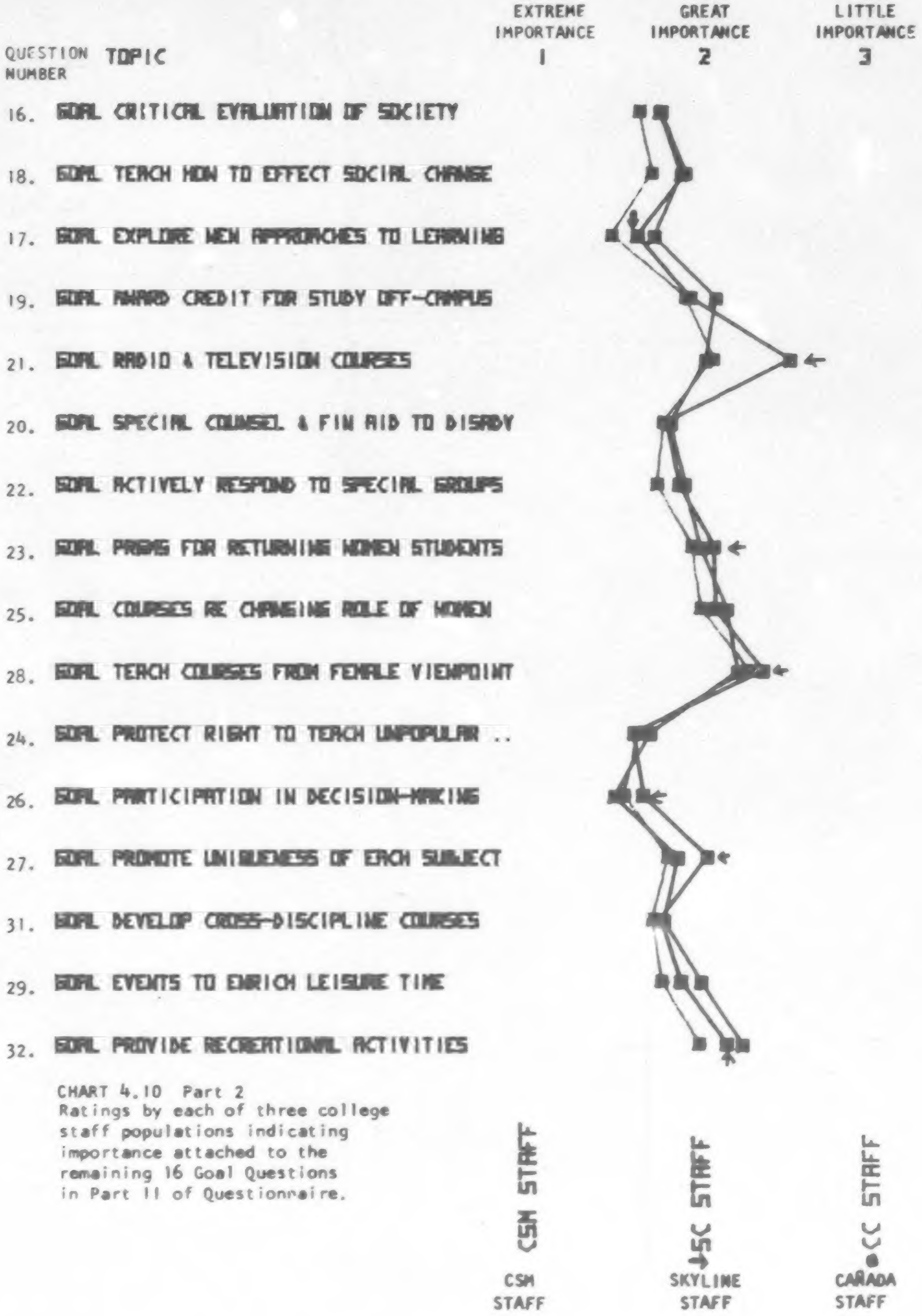


CHART 4.10 Part 2
Ratings by each of three college staff populations indicating importance attached to the remaining 16 Goal Questions in Part II of Questionnaire.

SECTION 17: SUMMARY AND RECOMMENDATIONS

This Community Needs Survey moved through a long series of steps between October and May:

- Early October: determination of populations to be sampled and target sample sizes set for each; structuring of a sample design for selecting county residents;

- October-November: preliminary design of the questionnaire assigned to a sub-committee of the District Master Planning Staff including Mr. John Mullen (Part I), Mr. George Wallace (Part II), Mr. James Upton (Part III); outside consultations with Tadlock Associates, with faculty members and administrators in the District; commitee meetings; consultations; committee meetings; final format reached shortly after Thanksgiving;

- December: arrangements made by J. Mullen for selecting a random sample of county residents within the constraints of percentages assigned to specific tracts in order to assure 1) adequate numbers of ethnic minorities, 2) adequate range in personal economic levels by tracts within the sample of residents, 3) the ability to correlate the data collected with demographic data;

- December: The Smith Company: Mail Marketing Services mailed over 4000 + questionnaires through-out the county in accordance with the above specifications; Deans of Students at the three colleges arrange for distribution of 600+ questionnaires to 22 high schools in the county; Planning Staff members distribute questionnaires to all District Employees and 750+ to students in a wide range of courses;

- December-January: locating of several hundred Special Community Groups, contacting and interviewing their representatives undertaken by Ms. Judy Watkins;

- January: follow up letters sent to several thousand county residents who had not yet returned their questionnaires; questionnaires returned by residents and collected from the other three populations are keypunched at the District Data Processing facility;

- February: statistical analysis programs and computerized-plot graphic report programs undertaken by J. Upton with the generous and important assistance of students at the Cañada College Computer Center, in particular Mark Baird;

- March-April: results presented to the District Master Planning Committee; Technical Report written, approved by Planning Staff for submission to Master Planning Committee.

Much of what was learned during this seven-month process that would make a future Community Needs/Attitudes Survey more efficient is too detailed to be discussed here. There are nevertheless some recommendations to be made by way of completing the present effort and making it part of an on-going process of planning.

Recommendation # 1: (cf. page 9) Four tracts were omitted by error in the selection process last December; seven tracts have returned only one or two responses; a dozen others have returned less than five. These and perhaps other tracts must be pursued more vigorously, either by phone or house to house visit. Additionally, a further effort is required in order to overcome the serious skew in the response sample from county residents and learn something of the attitudes and needs of that part of the population which has had little or no contact with the District colleges.

Recommendation # 2: (cf. page 12) An especially intense effort will be necessary to obtain a more adequate response level from the tracts in Cuts 1 and 2, focusing on areas with high percentages of residents who are either Black or Spanish American. While the percentage of Black respondents approximately equalled their percentage in the general population, that of Spanish residents was less than half of their percentage in the population. From neither group were enough responses obtained to base any valid statistical inferences about the attitudes and needs of these minority populations. At the present time, this recommednation has already been acted on. Over one hundred questionnaires from three tracts in East Palo Alto have been obtained during the past few weeks through the voluntary efforts of Cañada students. Thirty of the students in a class effort undertook house visits to selected residents to establish contact with the college, find out more about their needs and educational aspirations, and request them to complete the questionnaire. The results of these new responses will be reported later.

The broader recommendation that emerges from this seven month effort at a Community Needs Survey is to make such effort an integral and on-going part of the District's educational operation. An adequate budget should be set aside for regular updates in the coming months and years with the goal of developing greater sophistication and immediacy in the art of assessing the needs and attitudes of the community as a whole. Many different surveys may be proposed and implemented for many different purposes; they should all serve the general purpose of keeping District administration and decision-making personnel accurately informed of the community they are engaged to serve; not merely of students, past and present, but also of students in the future and those who are merely possible.

If, in the words of the proposed Mission Statement adopted on March 2 by the District Master Planning Committee for submission to the Board of Trustees, the "San Mateo Community College District ... is committed to leadership in providing quality education, in partnership with its community, to identify and respond to the educational needs of people", then it is imperative and of the highest priority to design and implement on a continuous basis a system for two-way communication with that community.

APPENDIX A

THE FOUR VERSIONS OF PART THREE OF THE QUESTIONNAIRE

III. To help us in analyzing the responses to this questionnaire would you please share with us the following information about yourself and members of your family:

1. How long have you lived in San Mateo County? ____years

2. Your Zip Code________ Your year of birth ________ Your sex: M F

3. What is your ethnic background?
(1)____Asian American
(2)____Black
(3)____Latin American
(4)____Mexican American
(5)____Native American
(6)____White
(7)____Other: ________________

4. What is your present employment status?
(1)____Self-employed
(2)____Salary/wage earner
(3)____Full-time student
(4)____Homemaker
(5)____Retired
(6)____Unemployed

5. Your usual occupation?
(1)____Clerical/Secretarial
(2)____Craftsman/Mechanic
(3)____Homemaker
(4)____Machine or Equipmnt. Operator/Laborer
(5)____Professional/Technical
(6)____Sales worker
(7)____Student
(8)____Teacher/Educator
(9)____Other: ________________

6. In what industry?
(1)____Construction
(2)____Communication/Transportation/Utilities
(3)____Education
(4)____Finance/Insurance/Law/Real Estate
(5)____Government
(6)____Health/Medicine
(7)____Manufacturing
(8)____Services
(9)____Retail Trade
(10)____Wholesale Trade
(11)____Other: ________________

7. What is the highest level of education you have reached?
(1)____Elementary School
(2)____Some high school
(3)____High School Diploma
(4)____Some college
(5)____A.A. Degree or Certificate
(6)____Bachelor's Degree
(7)____Advanced degree

8. Check any of the following campuses you have visited:
(1)____Cañada College
(2)____College of San Mateo (CSM)
(3)____Skyline College

9. Check any of our colleges from which you have taken a class:
(1)____Cañada-Day
(2)____Cañada-Evening
(3)____CSM-Day
(4)____CSM-Evening
(5)____Skyline-Day
(6)____Skyline-Evening

10. Check any colleges at which you have attended an event or activity other than a class:
(1)____Cañada College
(2)____College of San Mateo
(3)____Skyline College

11. When was your last contact with any of these colleges?
(1)____Within the past year
(2)____More than a year ago
(3)____More than 2 yrs. ago
(4)____Never

12. Are there any children in your family between the ages of 14 and 18 years? (1)____Yes (2)____No

13. Check any of the following colleges they plan to attend:
(1)____Cañada College
(2)____College of San Mateo
(3)____Skyline College

14. Do you listen to KCSM-TV (Channel 14) or KCSM-FM?
(1)____Yes, more than once a week
(2)____Yes, more than once a month
(3)____Very rarely
(4)____Never

PART THREE OF QUESTIONNAIRE:

VERSION FOR COUNTY RESIDENTS AND REPRESENTATIVES OF SPECIAL COMMUNITY GROUPS

15. Please indicate any subject areas in which you would like to take a course, but in which you believe there are no courses offered at our colleges:
____

16. At what time of day would you prefer to take courses?
(1)____Morning (2)____Afternoon (3)____Evening

17. Which day(s) of the week would be convenient for you to attend classes?
(1)____Monday
(2)____Tuesday
(3)____Wednesday
(4)____Thursday
(5)____Friday
(6)____Saturday

18. If you were to take only one course, which of the following class meeting schedules would you prefer?
(1)____One three-hour daytime session per week
(2)____One three-hour evening session per week
(3)____Two 1½-hour daytime sessions per week
(4)____Two 1½-hour evening sessions per week
(5)____Three 1-hour daytime sessions per week
(6)____Three 1-hour evening sessions per week

19. Would you be more apt to take a course if it were offered at an off-campus location near your home or place of work (e.g., at a church, business office, or community hall)?
(1)____Yes, this would be much more convenient, and I would be interested in attending such a class.
(2)____It would be more convenient, but I'm not sure that I would attend a class.
(3)____No, the college campus is just as convenient.
(4)____No, I prefer the campus environment.

20. Does a lack of any of the following discourage you from attending a class at any of our colleges? (You may check more than one item.)
(1)____Child care center
(2)____Public transportation
(3)____Safe and convenient parking
(4)____Convenient registration procedures
(5)____Other: ________________________

21. If one of our three colleges were to schedule a course you would be interested in taking, at a convenient time and place, how probable is it that you would enroll during the next two years?
(1)____I would definitely enroll.
(2)____It is likely that I would enroll.
(3)____It is not likely that I would enroll.

IV. We will appreciate any comments or suggestions you may wish to offer:

PART THREE OF QUESTIONNAIRE:

VERSION FOR HIGH SCHOOL STUDENTS

III. To help us in analyzing the responses to this questionnaire, would you please share with us the following information about yourself, your preferences, and your future plans:

1. How long have you lived in San Mateo County? ____years

2. Your Zip Code________ Your year of birth _________ Your sex: M F

3. What is your ethnic background?
(1)____Asian American
(2)____Black
(3)____Latin American
(4)____Mexican American
(5)____Native American
(6)____White
(7)____Other: _______________

4. What school do you now attend? ___________________

5. When do you expect to graduate from high school?
Month_________ Year__________

6. Check the most appropriate response:
(1)____I do not plan to go to college in the next few years.
(2)____I plan to attend Cañada College after graduation.
(3)____I plan to attend CSM after graduation.
(4)____I plan to attend Skyline College after graduation.
(5)____I plan to attend another college after graduation.

7. Check any of the following campuses you have visited:
(1)____Cañada College
(2)____College of San Mateo (CSM)
(3)____Skyline College

8. If you plan to attend Cañada, CSM, or Skyline, please check one of the following:
(1)____I will take a two-year program in preparation for transfer to a four-year college.
(2)____I will work toward the A.A. degree, and will seek employment directly thereafter.
(3)____I'm not sure of my plans at this time.

9. If you plan to attend Cañada, CSM, or Skyline, please indicate your college major (if you have decided):
____

10. Check any of our colleges at which you have attended an event or activity (other than a class):
(1)____Cañada College
(2)____College of San Mateo
(3)____Skyline College

11. If you plan to attend Cañada, CSM, or Skyline, do you expect to:
(1)____Be a full-time student, without working during the school year
(2)____Be a full-time student, working a few hours a week
(3)____Be a part-time student, working part-time

12. Do you listen to KCSM-TV (Channel 14) or KCSM-FM?
(1)____Yes, more than once a week
(2)____Yes, more than once a month
(3)____Very rarely
(4)____Never

13. Please indicate any subject areas in which you would like to take college courses, but in which you believe there are no courses offered at our colleges:
____

14. At what time of day would you prefer to take courses?
(1)____Morning (2)____Afternoon (3)____Evening

15. Which day(s) of the week would be most convenient for you to attend classes?
(1)____Monday (2)____Tuesday (3)____Wednesday
(4)____Thursday (5)____Friday (6)____Saturday

16. If you were to take only one course, which of the following class meeting schedules would you prefer?
(1)____One three-hour daytime session per week
(2)____One three-hour evening session per week
(3)____Two 1½-hour daytime sessions per week
(4)____Two 1½-hour evening sessions per week
(5)____Three 1-hour daytime sessions per week
(6)____Three 1-hour evening sessions per week

17. Would you be more apt to take a course if it were offered at an off-campus location near your home or place of work (e.g., at a church, business office, or community hall)?
(1)____Yes, this would be much more convenient, and I would be interested in attending such a class.
(2)____It would be more convenient, but I'm not sure that I would attend a class.
(3)____No, the college campus is just as convenient.
(4)____No, I prefer the campus environment.

18. Do you believe that there is a lack of any of the following which would discourage you from attending one of our colleges? (You may check more than one item.)
(1)____Child care center
(2)____Public transportation
(3)____Safe and convenient parking
(4)____Convenient registration procedures
(5)____Other: _______________________________

19. If you intend to work toward a four-year college degree, do you believe that you would do better in your junior and senior years in college if:
(1)____You attended a community college during your freshman and sophomore years, and then transferred to a four-year college
(2)____You went directly to a four-year college after graduation from high school
(3)____It probably wouldn't make much difference.

20. If you plan to attend one of our three community colleges after you graduate from high school, do you expect to:
(1)____Live at home with your parents during your first year as a college student
(2)____Live away from home, perhaps sharing an apartment with other college students (or a spouse)

IV. We will appreciate any comments or suggestions you may wish to offer:

PART THREE OF QUESTIONNAIRE:

VERSION FOR DISTRICT COLLEGE STUDENTS

III. To help us in analyzing the responses to the questionnaire, would you please share with us the following information about yourself and your future plans:

1. How long have you lived in San Mateo County? ____years

2. Your Zip Code________ Your year of birth _________ Your sex: M F

3. What is your ethnic background?
(1)____Asian American
(2)____Black
(3)____Latin American
(4)____Mexican American
(5)____Native American
(6)____White
(7)____Other: ________________

4. Do you live with your parents? (1)____Yes (2)____No

5. Are you now employed?
(1)____Yes, full-time.
(2)____Yes, part-time (less than 25 hours per week)
(3)____No

6. If you are employed, what is your occupation?
(1)____Clerical/Secretarial
(2)____Craftsman/Mechanic
(3)____Food Service
(4)____Machine or Equipmnt. Operator/Laborer
(5)____Professional/Technical
(6)____Sales Worker
(7)____Student Tutor
(8)____Teacher/Educator
(9)____Other: ________________

7. In what industry?
(1)____Construction
(2)____Communication/Transportation/Utilities
(3)____Education
(4)____Finance/Insurance/Law/Real Estate
(5)____Government
(6)____Health/Medicine
(7)____Manufacturing
(8)____Retail Trade
(9)____Services
(10)____Wholesale Trade
(11)____Other: ________________

8. What is the highest level of education you have reached?
(1)____Some college
(2)____AA Degree/Certificate
(3)____Bachelor's Degree
(4)____Advanced degree

9. Check any of the following campuses you have visited:
(1)____Cañada College
(2)____College of San Mateo
(3)____Skyline College

10. Check any of our colleges from which you have taken a course:
(1)____Cañada-Day
(2)____Cañada-Evening
(3)____CSM-Day
(4)____CSM-Evening
(5)____Skyline-Day
(6)____Skyline-Evening

11. Check any colleges at which you have attended an event or activity other than a class:
(1)____Cañada College
(2)____College of San Mateo
(3)____Skyline College

12. Please indicate any subject areas in which you would like to take a course, but in which you believe there are no courses offered at our colleges:
____

13. At what time of day do you prefer to take courses?
(1)____Morning (2)____Afternoon (3)____Evening

14. Which days of the week are most convenient for you to take classes?
(1)____Monday (2)____Tuesday (3)____Wednesday
(4)____Thursday (5)____Friday (6)____Saturday

15. If you were to take only one course, which of the following class meeting schedules would you prefer?
(1)____One three-hour daytime session per week
(2)____One three-hour evening session per week
(3)____Two 1½-hour daytime sessions per week
(4)____Two 1½-hour evening sessions per week
(5)____Three 1-hour daytime sessions per week
(6)____Three 1-hour evening sessions per week

16. Would you be more apt to take a course if it were offered at an off-campus location near your home or place of work (e.g., at a church, business office, or community hall)?
(1)____Yes, this would be much more convenient, and I would be interested in attending such a class.
(2)____It would be more convenient, but I'm not sure that I would attend such a class.
(3)____No, the college campus is just as convenient.
(4)____No, I prefer the campus environment.

17. Does a lack of any of the following discourage you from attending classes at any of our colleges? (You may check more than one item.)
(1)____Child care center
(2)____Public transportation
(3)____Safe and convenient parking
(4)____Convenient registration procedures
(5)____Other:
____

18. How many semester units of college credit have you earned? __________semester units

19. How many of these units were earned at colleges other than the three in our District? __________semester units

20. What are your current educational plans?
(1)____To obtain a Certificate
(2)____To obtain the A.A. Degree only
(3)____To transfer to a four-year college and work toward a Bachelor's Degree
(4)____To improve my job skills
(5)____To develop leisure-time activities/skills
(6)____To meet a new challenge, sharing ideas with other people
(7)____Other: ________________________________

IV. We will appreciate any comments or suggestions you may have to offer:

PART THREE OF QUESTIONNAIRE:

VERSION FOR DISTRICT EMPLOYEES

III. To help us in analyzing the responses to the questionnaire, would you please share with us the following information about yourself and your assignment as a District employee:

1. How long have you lived in San Mateo County? ____years

2. Your Zip Code________ Your year of birth _________ Your sex: M F

3. What is your ethnic background?
(1)____Asian American (5)____Native American
(2)____Black (6)____White
(3)____Latin American (7)____Other:
(4)____Mexican American ______________

4. How long have you been a District employee? _____years

5. Check the category that most accurately describes your position with the District:
(1)____Full-time day faculty (6)____Secretarial/Clerical
(2)____Part-time day faculty (7)____Aide/Tutor/Lab.Asst.
(3)____Evening faculty (only) (8)____Librarian/A-V/Media
(4)____Division chairperson (9)____Bldgs. & Grounds
(5)____Other administrator (10)____Cafeteria

6. Your (principal) work location:
(1)____Cañada College (3)____Skyline College
(2)____College of San Mateo (4)____District Office

7. What is the highest level of education you have reached?
(1)____Elementary School (5)____A.A. Degree or Certificate
(2)____Some high school
(3)____High School Diploma (6)____Bachelor's Degree
(4)____Some college (7)____Advanced degree

8. Check any of the following campuses you have visited:
(1) ____Cañada College (3)____Skyline College
(2) ____College of San Mateo

9. Check any of our colleges from which you have taken a course:
(1)____Cañada-Day (4)____CSM-Evening
(2)____Cañada-Evening (5)____Skyline-Day
(3)____CSM-Day (6)____Skyline-Evening

10. Do you listen to KCSM-TV (Channel 14) or KCSM-FM?
(1)____More than once a week (3)____Very rarely
(2)____More than once a month (4)____Never

IV. **TO BE COMPLETED BY ADMINISTRATORS AND FACULTY ONLY:**

1. **In what subject areas are you competent and qualified (by credential authorization) to teach at the community college level?**

____

____

2. **If you currently have a teaching assignment in the District, in what subject areas are you teaching this year?**

____

____

3. **Do you hold a counseling (Pupil Personnel) credential?**
(1)____Yes (2)____No

4. **Does your assignment this semester include counseling?**
(1)____Yes (2)____No

5. **If you are a counselor this semester, what fraction of full-time of your assignment is to counseling? ________**

V. **We will appreciate any comments or suggestions you may wish to offer:**

APPENDIX B:

RESPONSES TO QUESTIONS RATING COLLEGE PERFORMANCE BY FOUR POPULATIONS SURVEYED

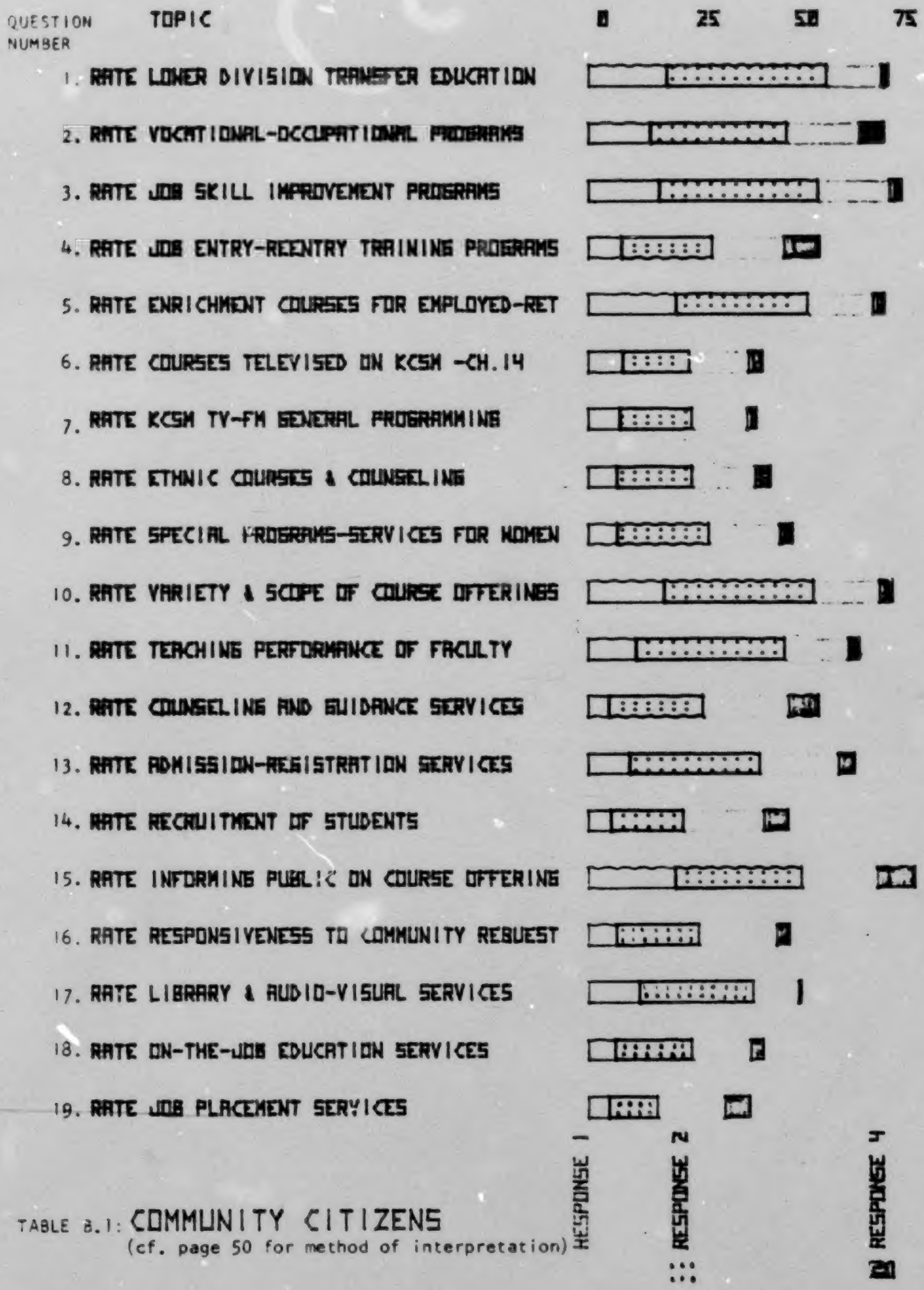


TABLE 8.1: COMMUNITY CITIZENS
(cf. page 50 for method of interpretation)

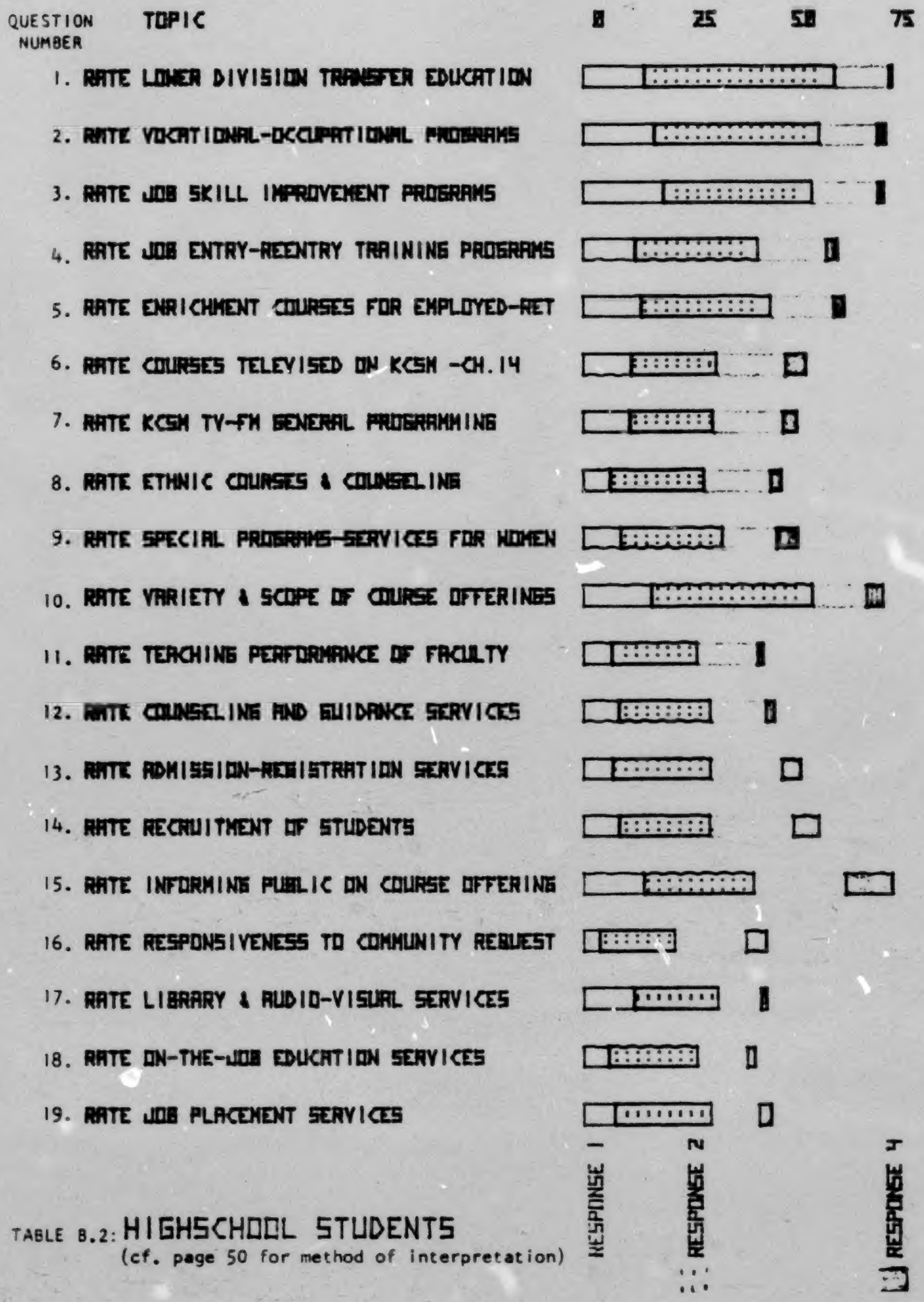


TABLE B.2: HIGHSCHOOL STUDENTS
(cf. page 50 for method of interpretation)

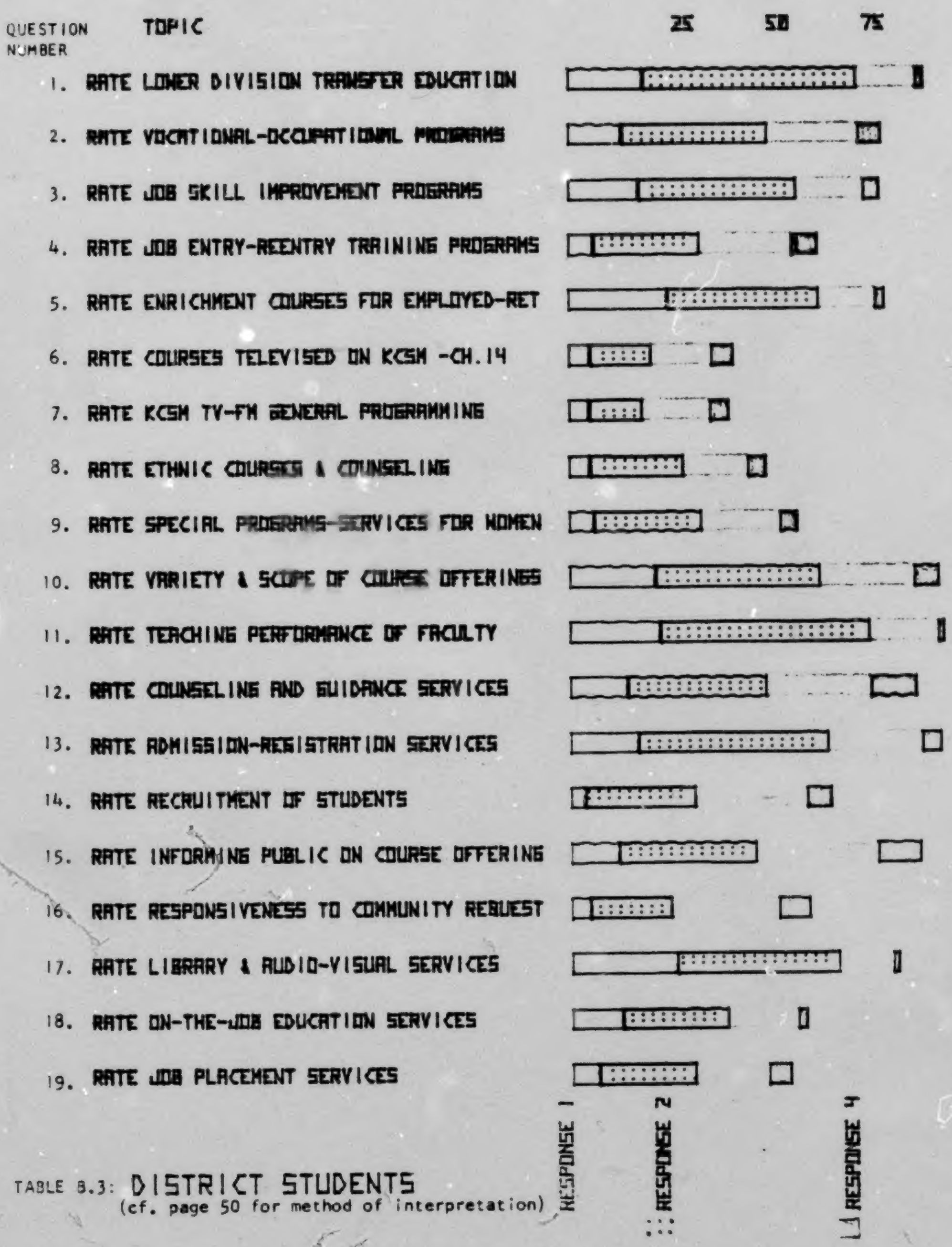


TABLE B.3: DISTRICT STUDENTS
(cf. page 50 for method of interpretation)

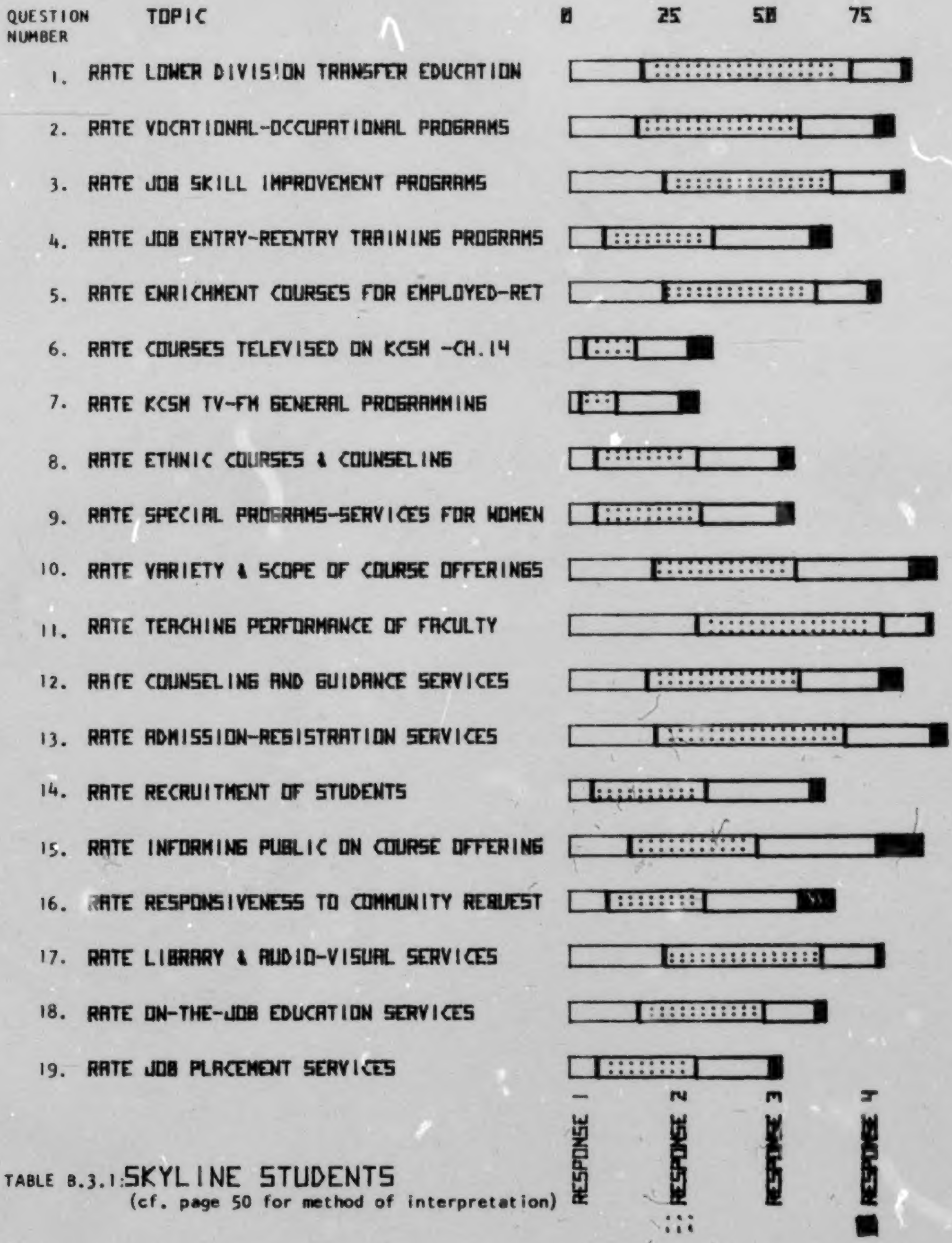


TABLE B.3.1: SKYLINE STUDENTS
(cf. page 50 for method of interpretation)

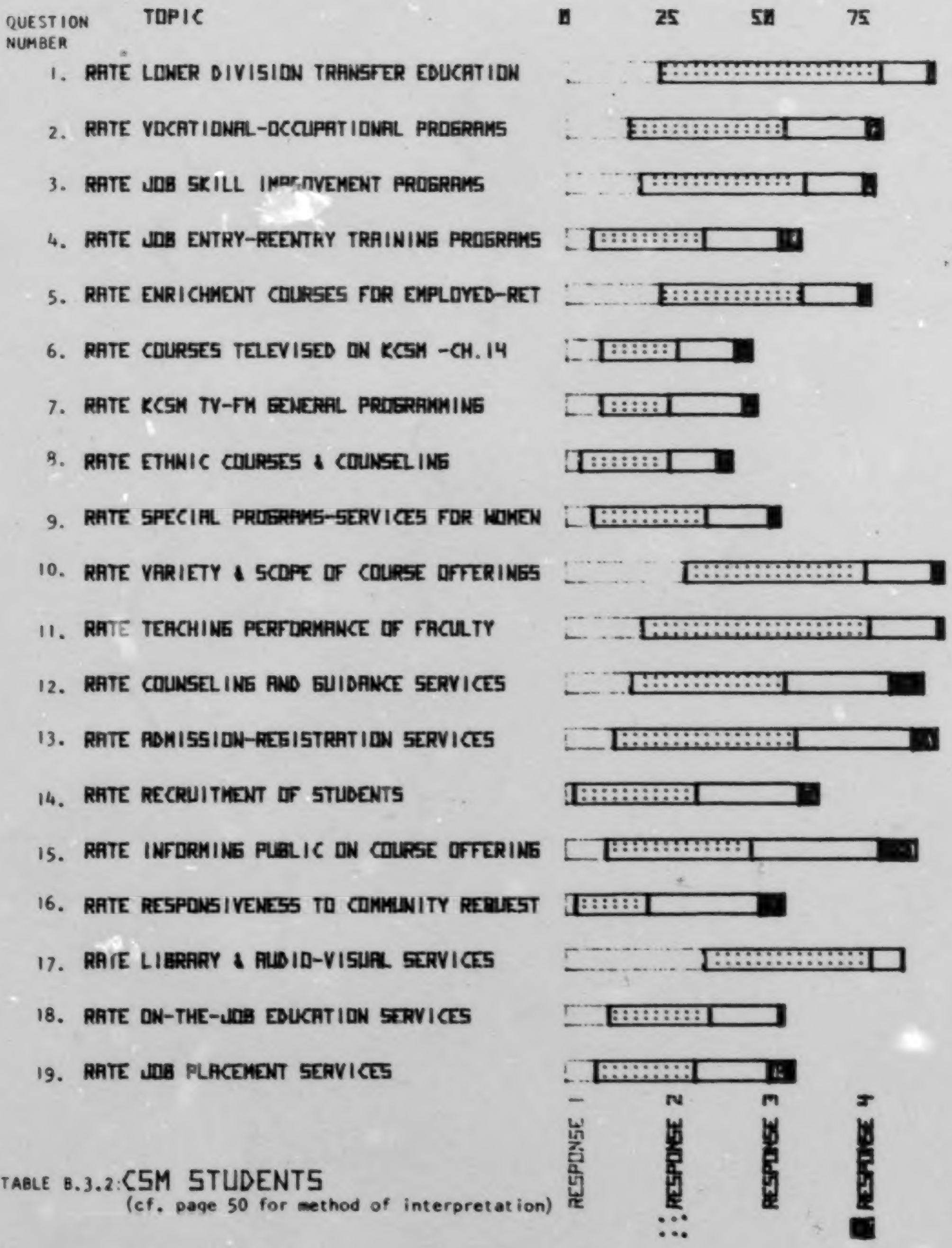


TABLE B.3.2: CSM STUDENTS
(cf. page 50 for method of interpretation)

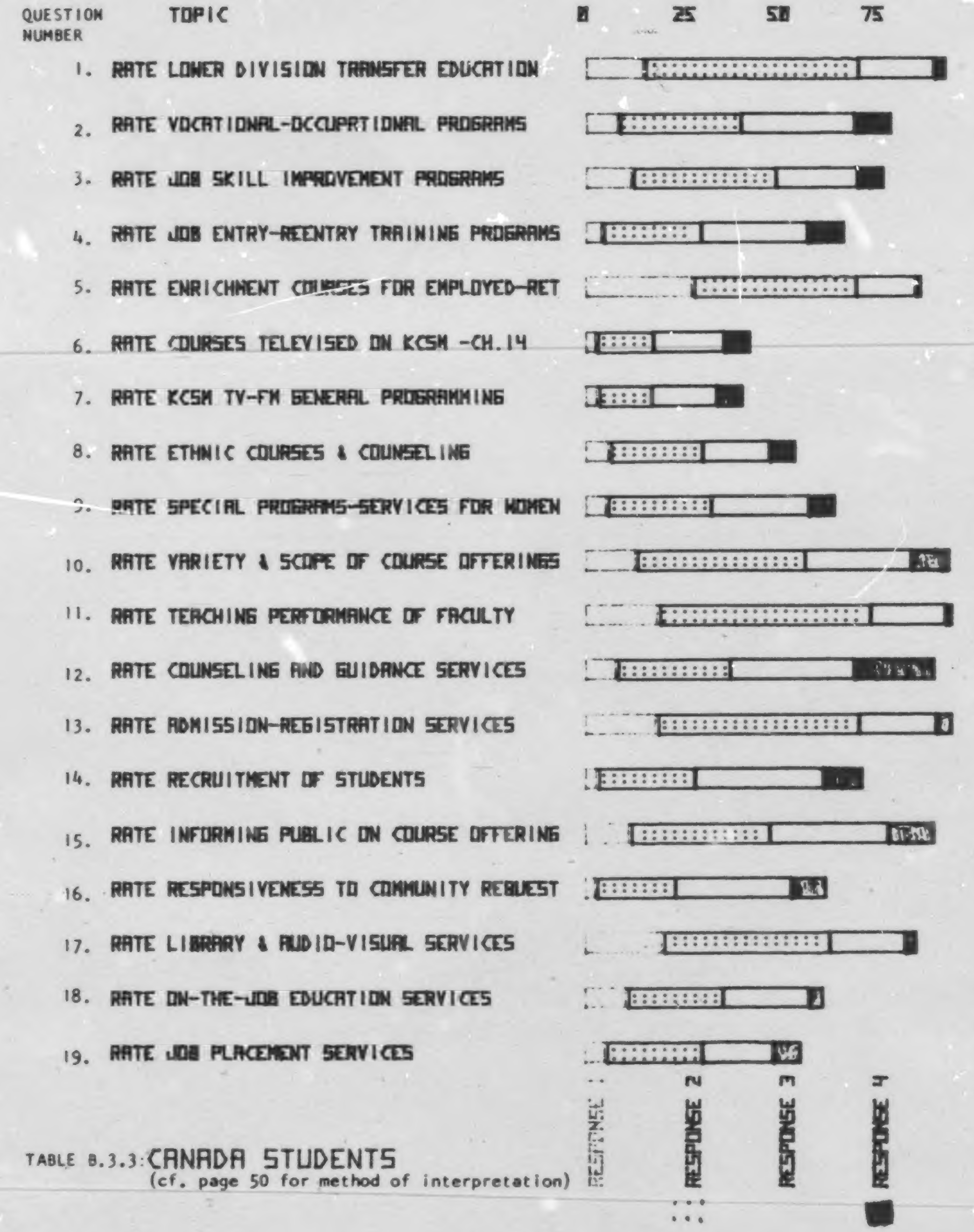


TABLE B.3.3: CANADA STUDENTS
(cf. page 50 for method of interpretation)

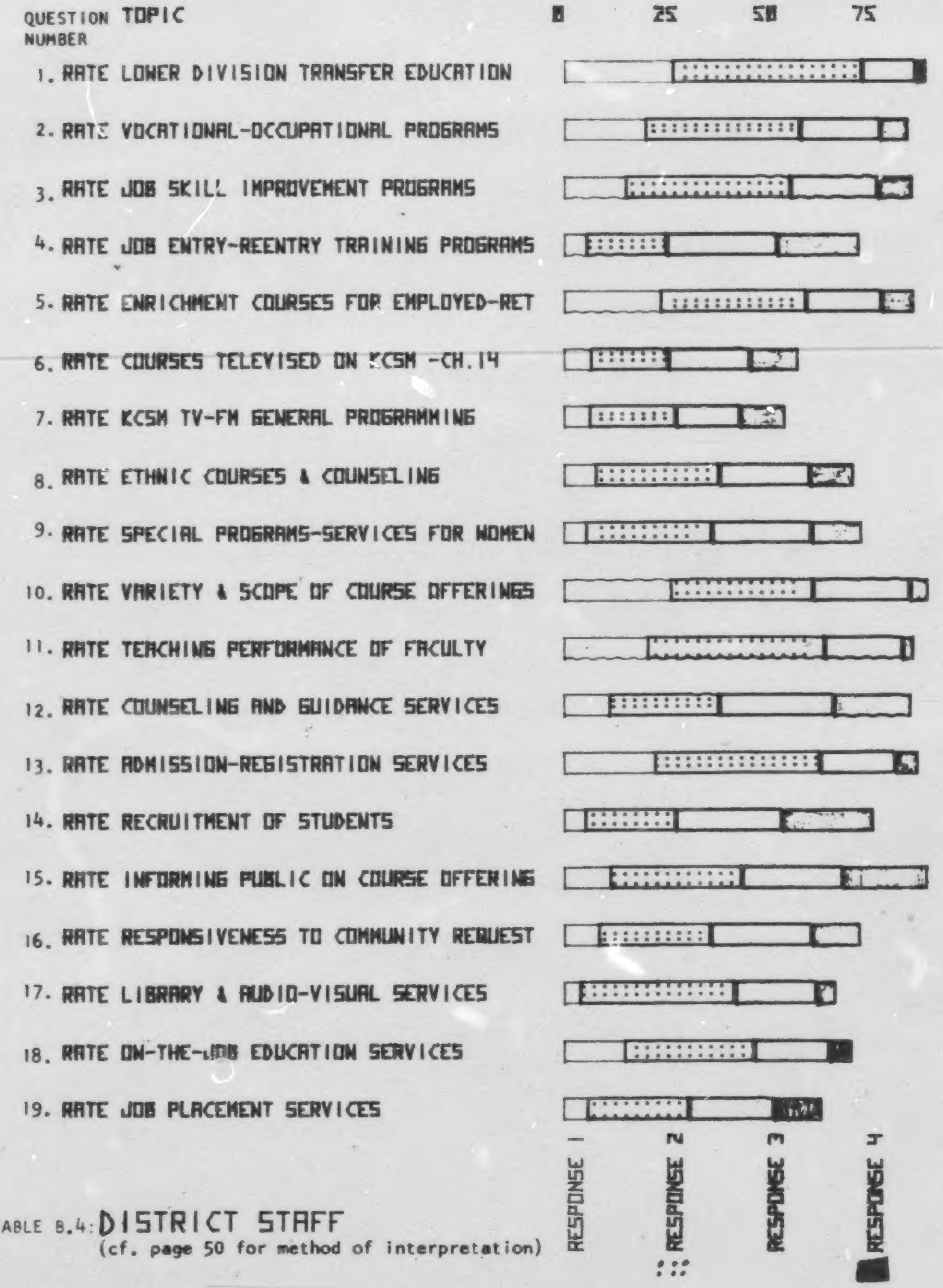


TABLE B.4: DISTRICT STAFF
(cf. page 50 for method of interpretation)

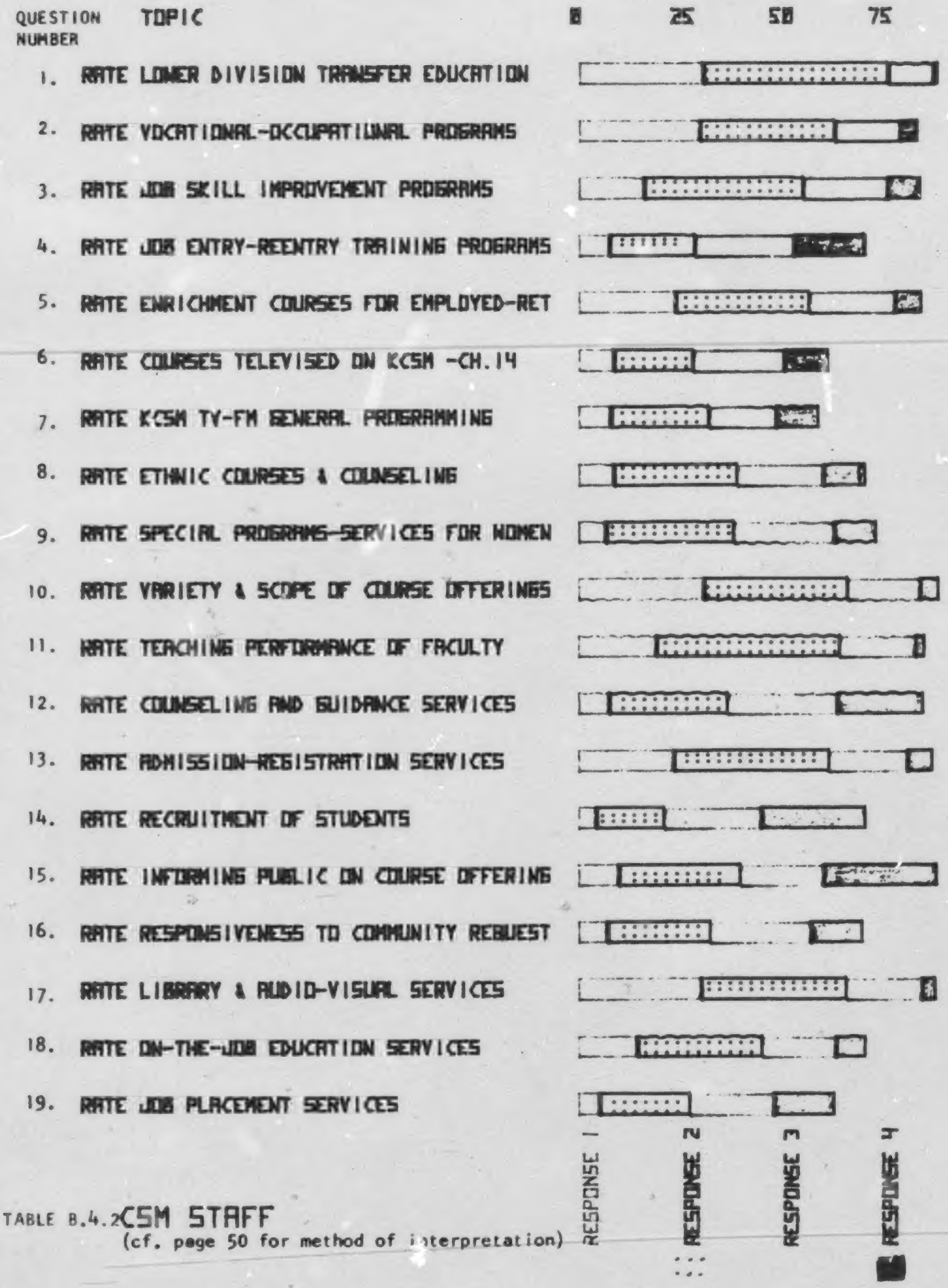


TABLE B.4.2 CSM STAFF
(cf. page 50 for method of interpretation)

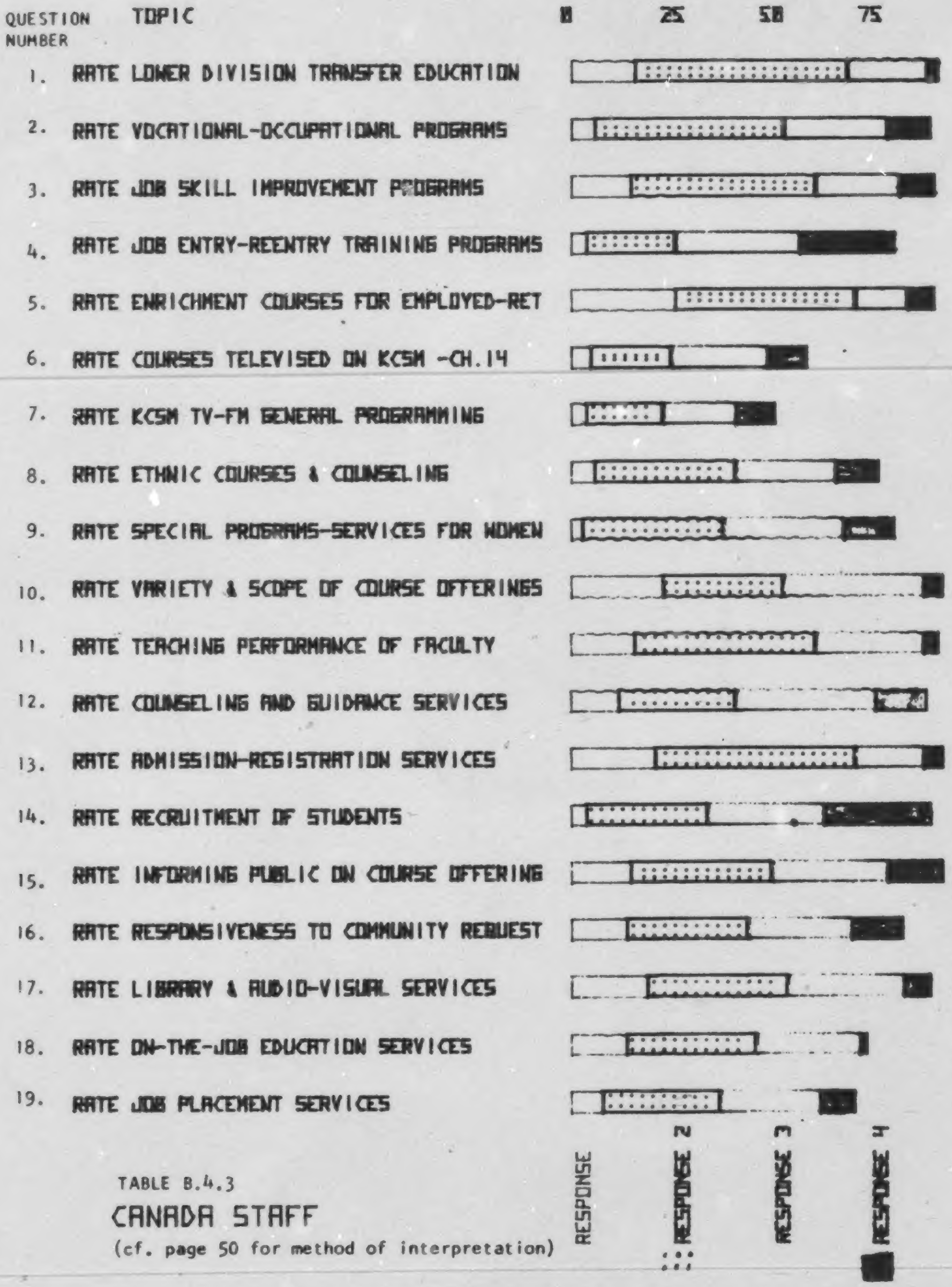


TABLE B.4.3

CANADA STAFF

(cf. page 50 for method of interpretation)

APPENDIX C:

RESPONSES TO QUESTIONS
RATING EDUCATIONAL GOALS
THREE OF THE POPULATIONS SURVEYED

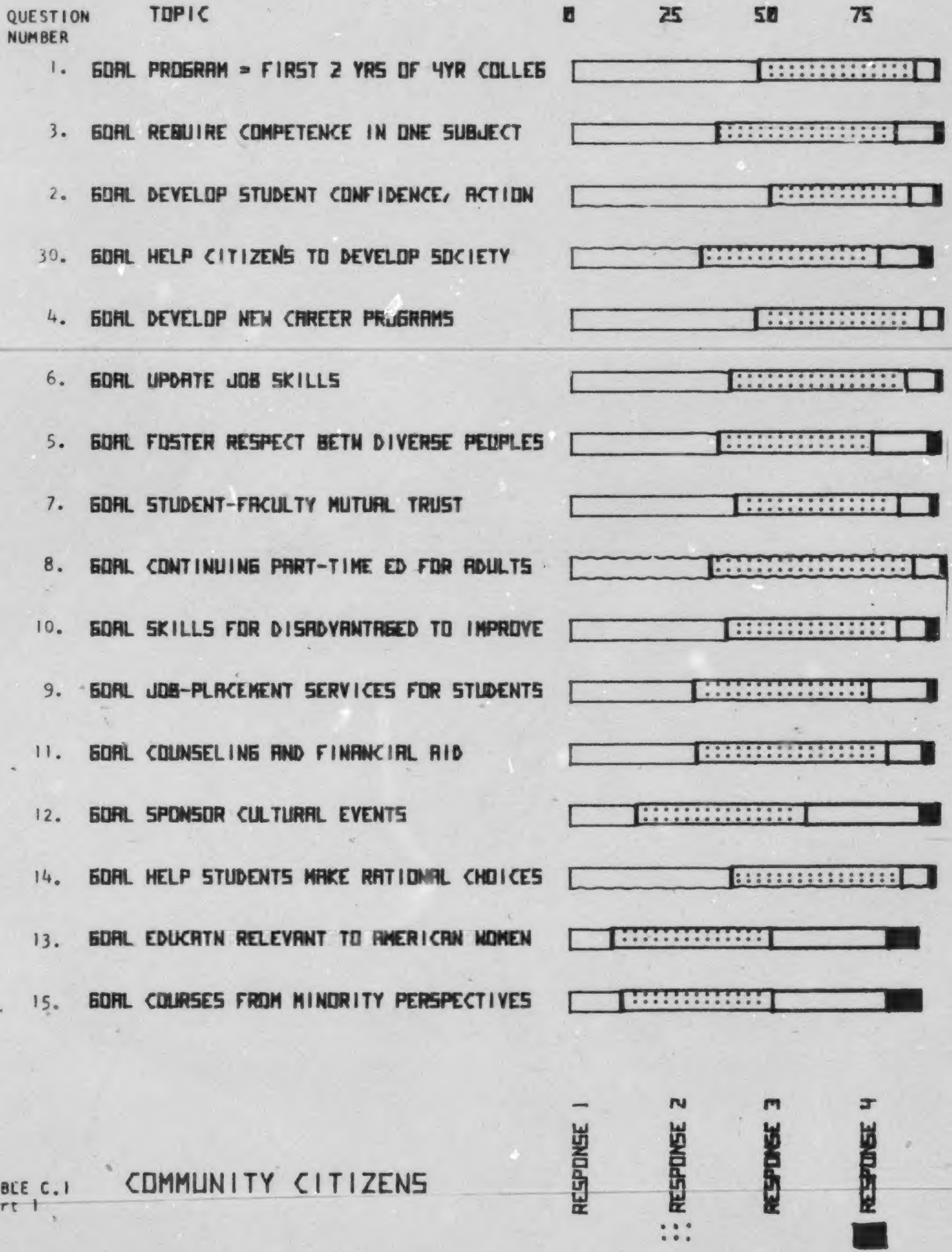


TABLE C.I
Part 1

COMMUNITY CITIZENS

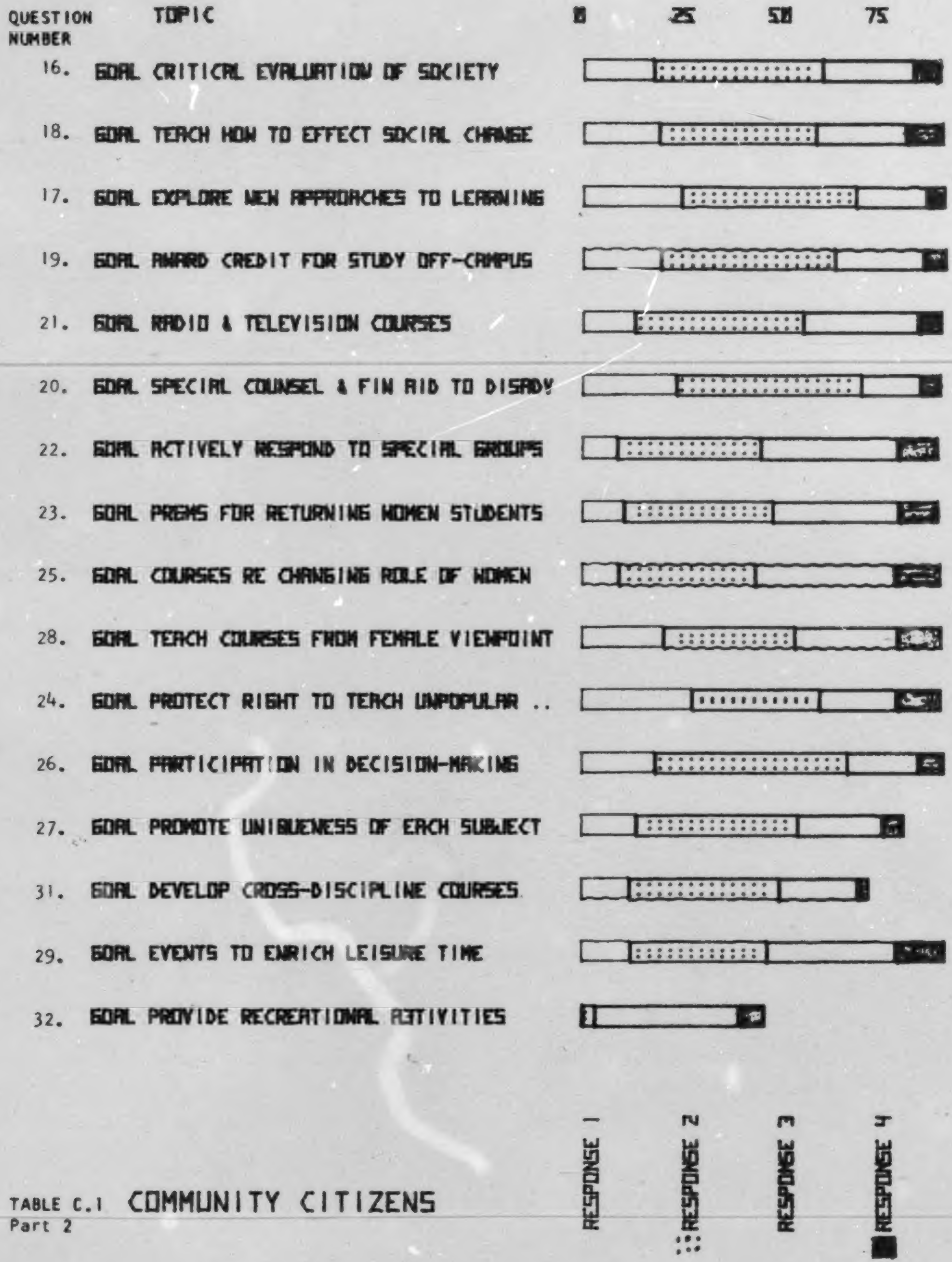


TABLE C.1 COMMUNITY CITIZENS
Part 2

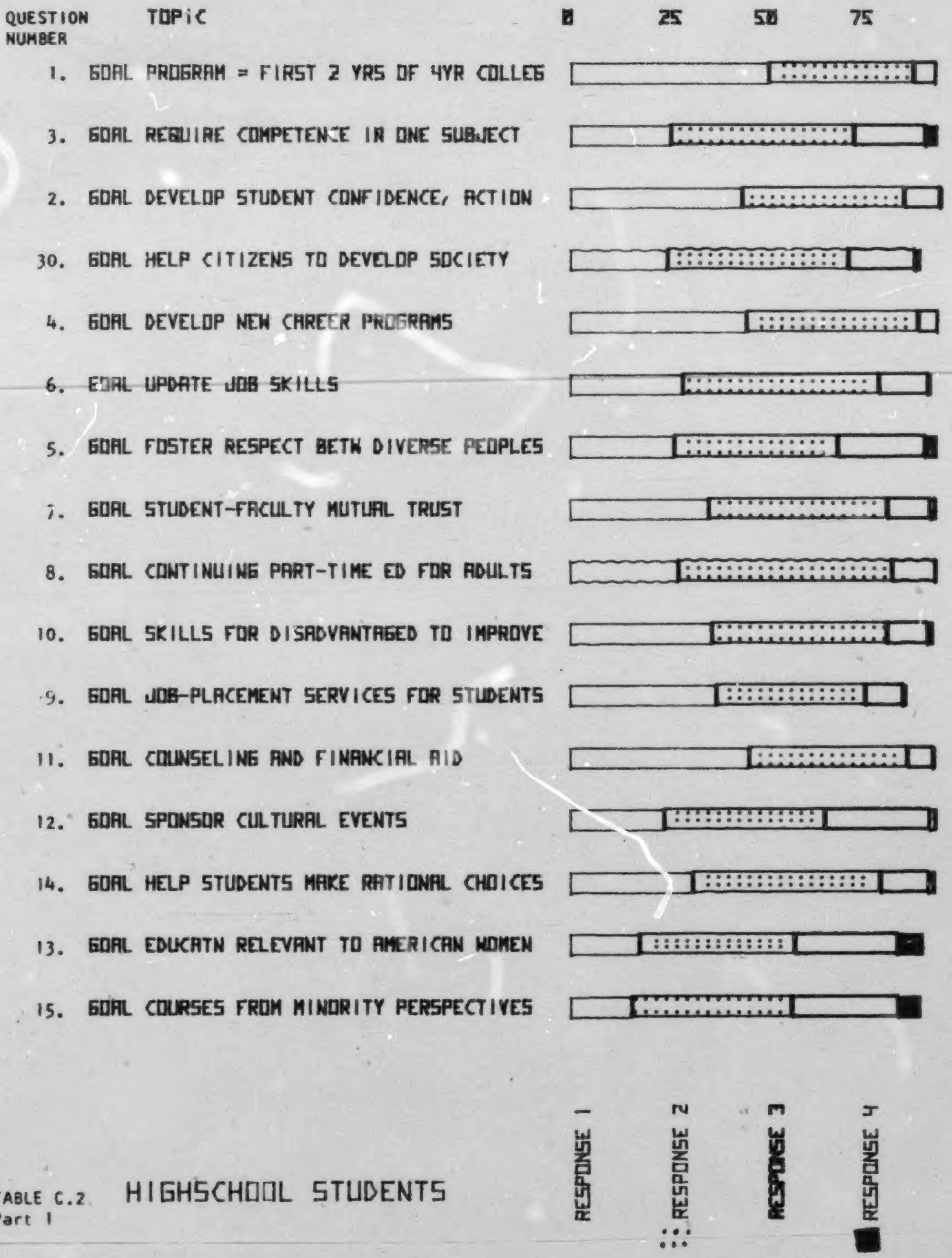


TABLE C.2 HIGHSCHOOL STUDENTS
Part I

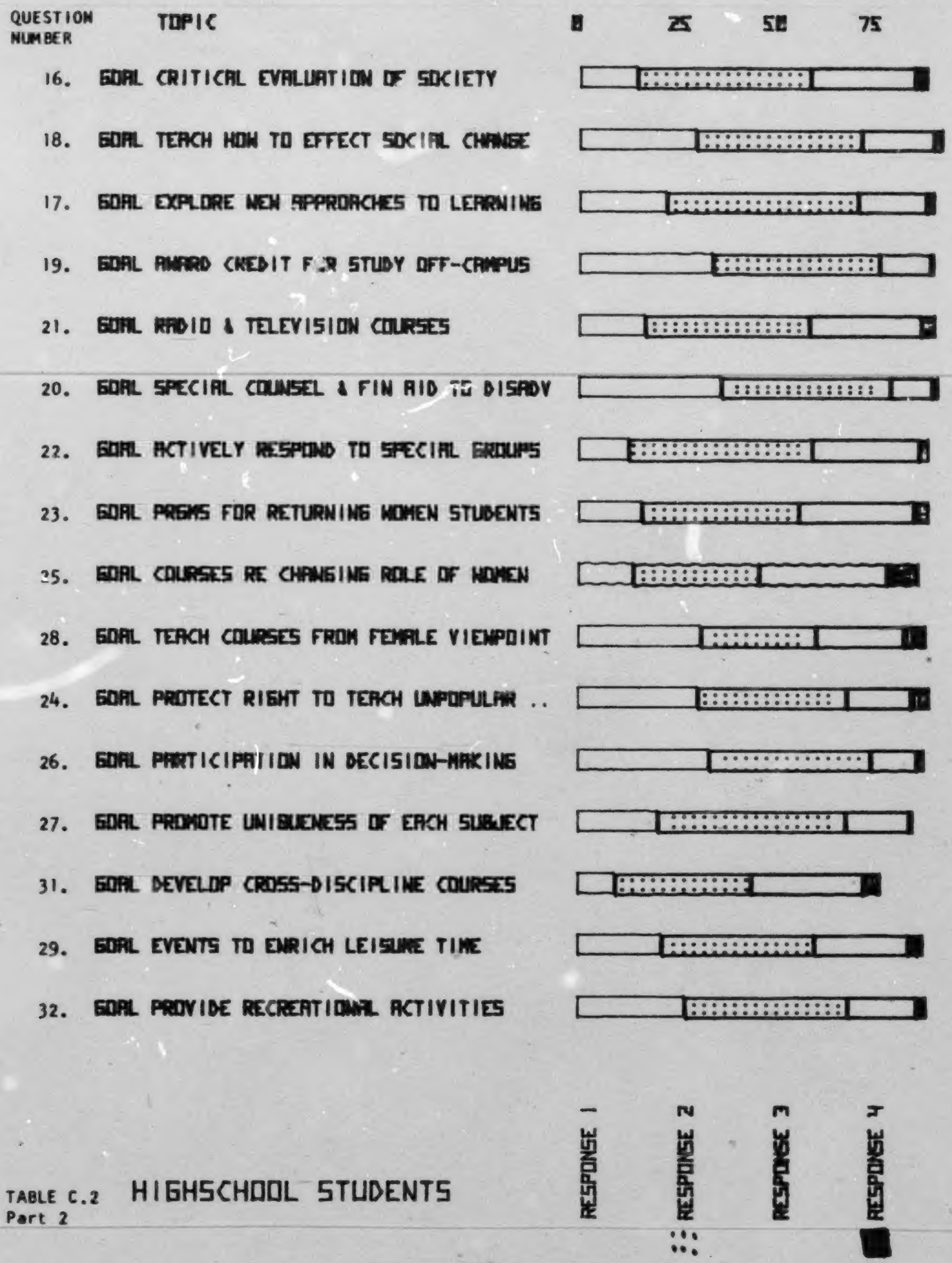


TABLE C.2 Part 2 HIGHSCHOOL STUDENTS

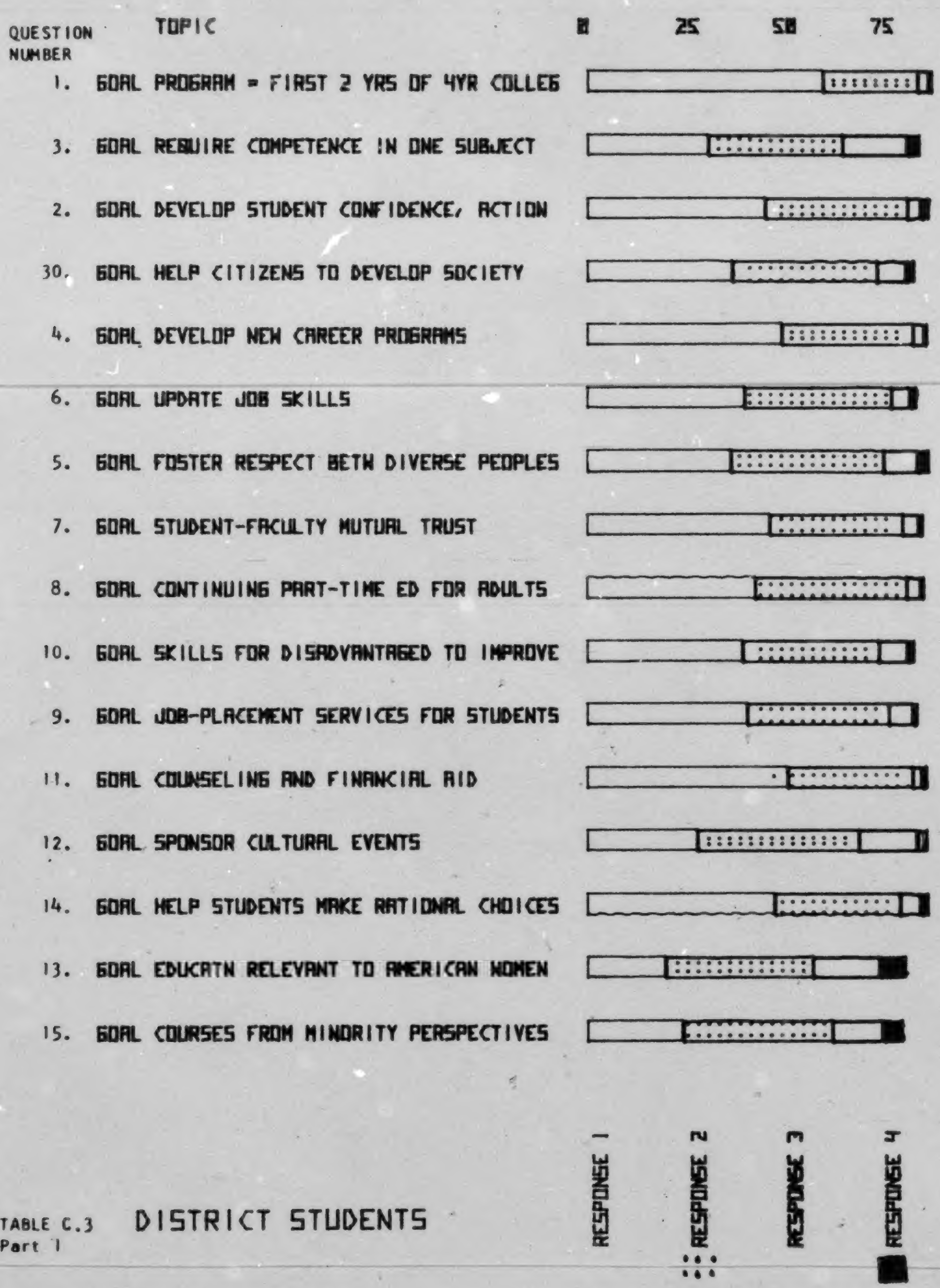
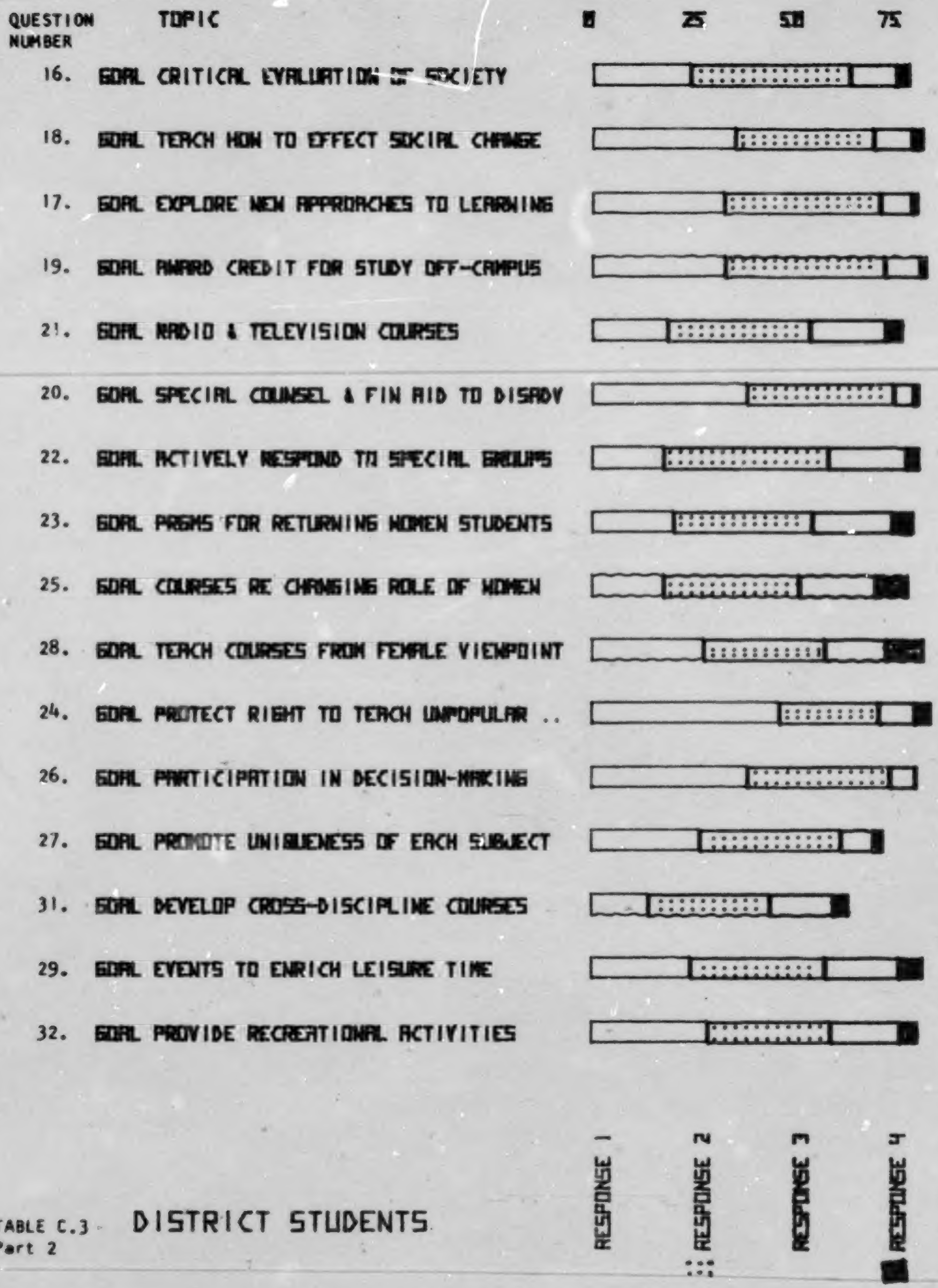


TABLE C.3 DISTRICT STUDENTS
Part 1



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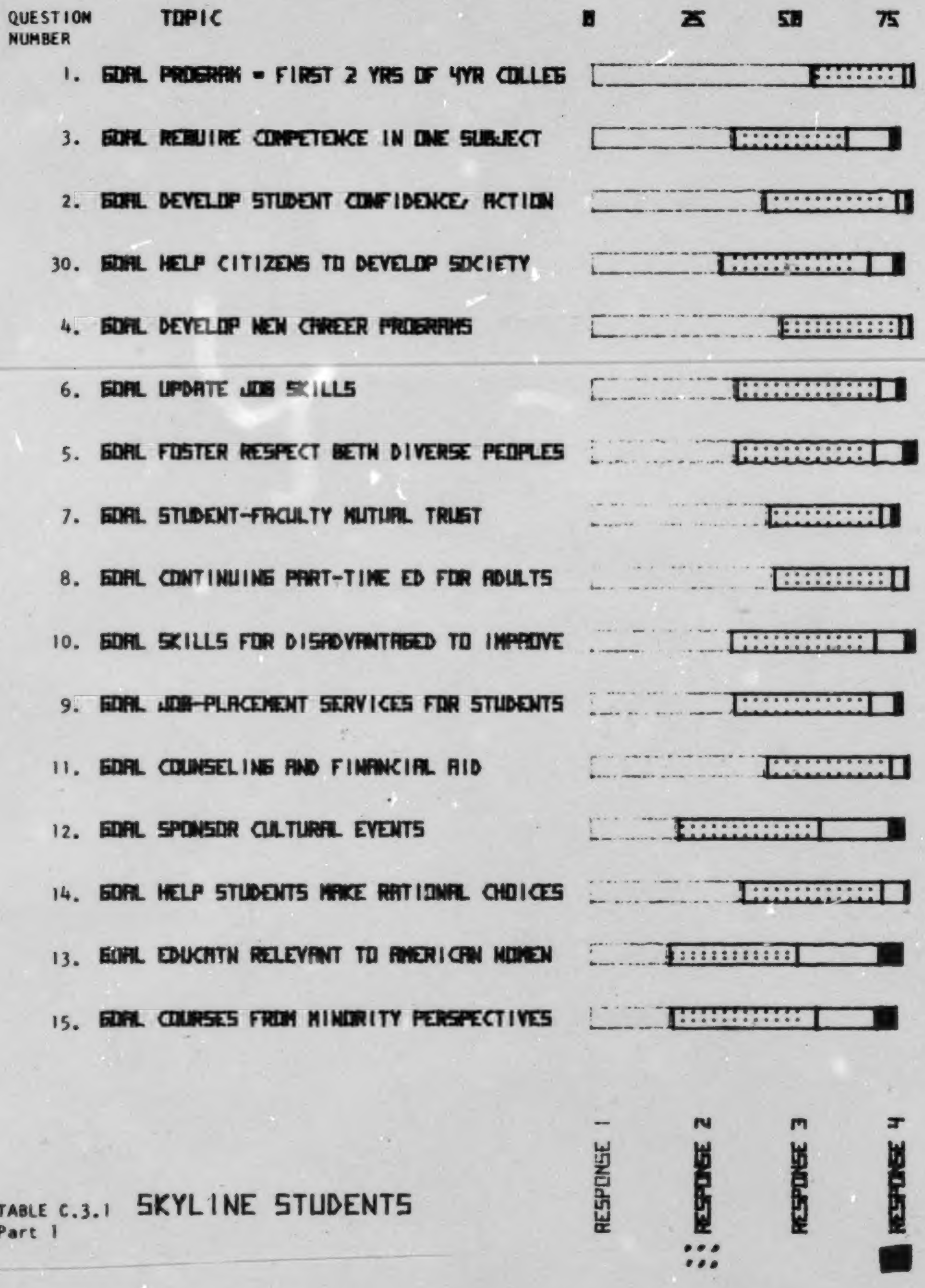

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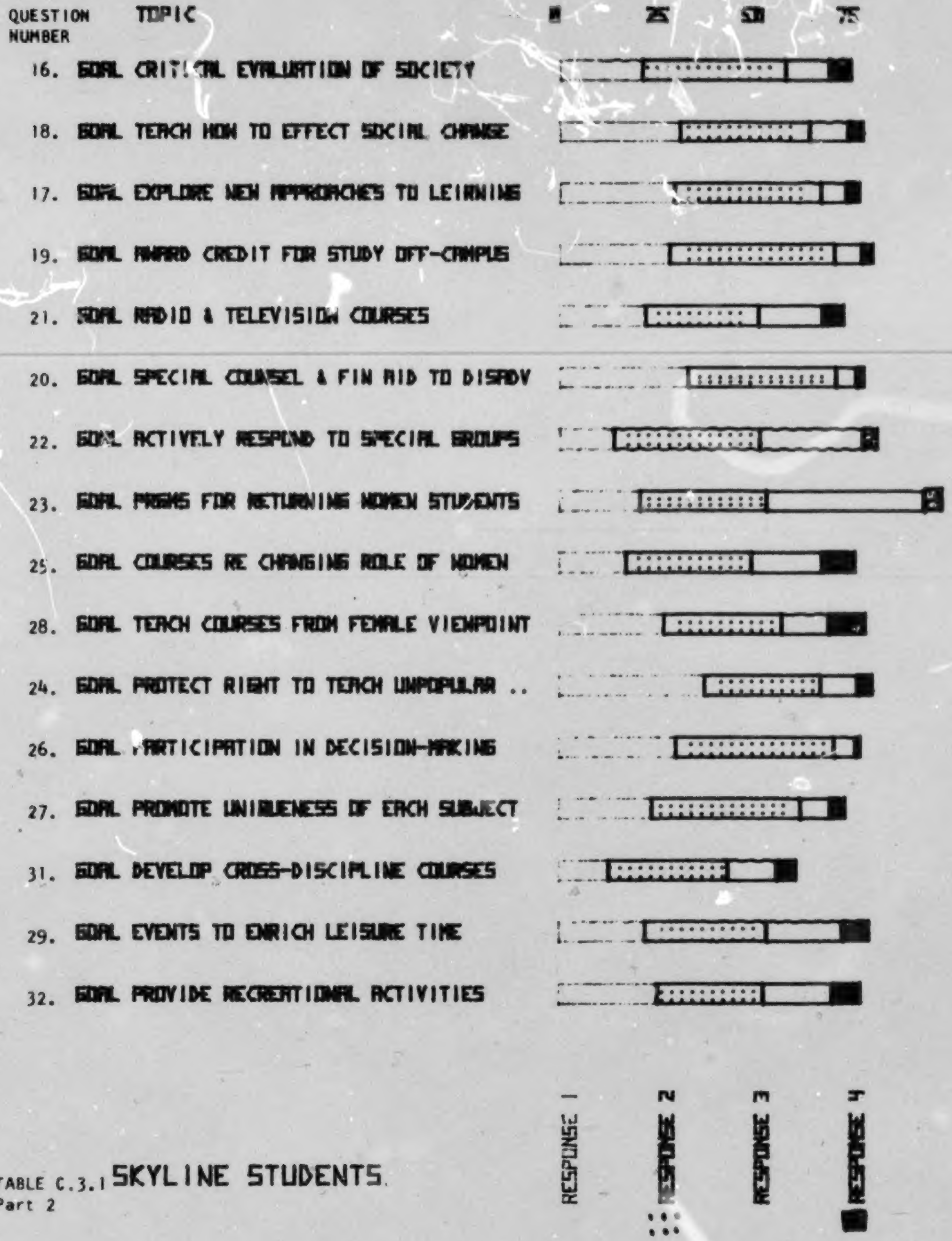

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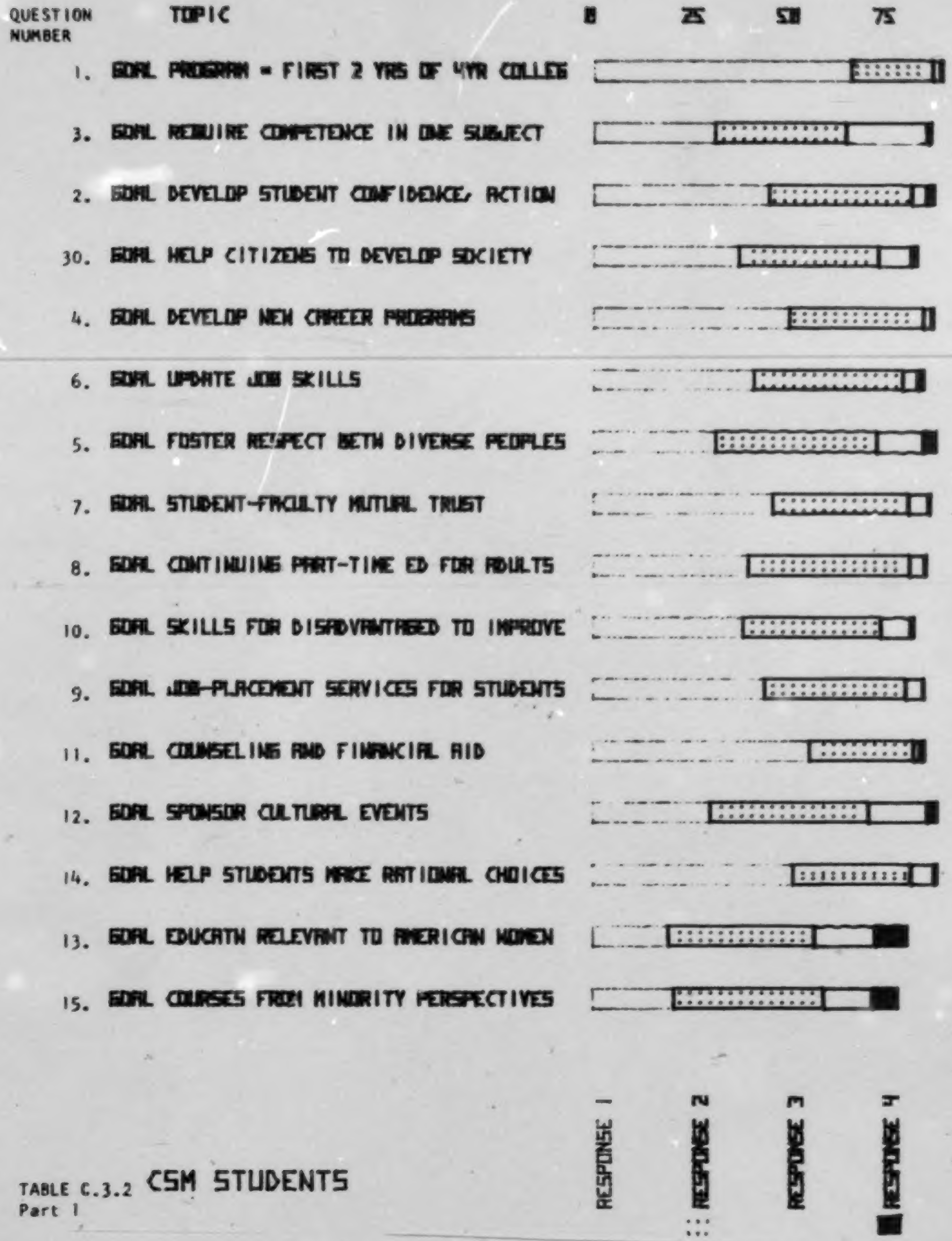

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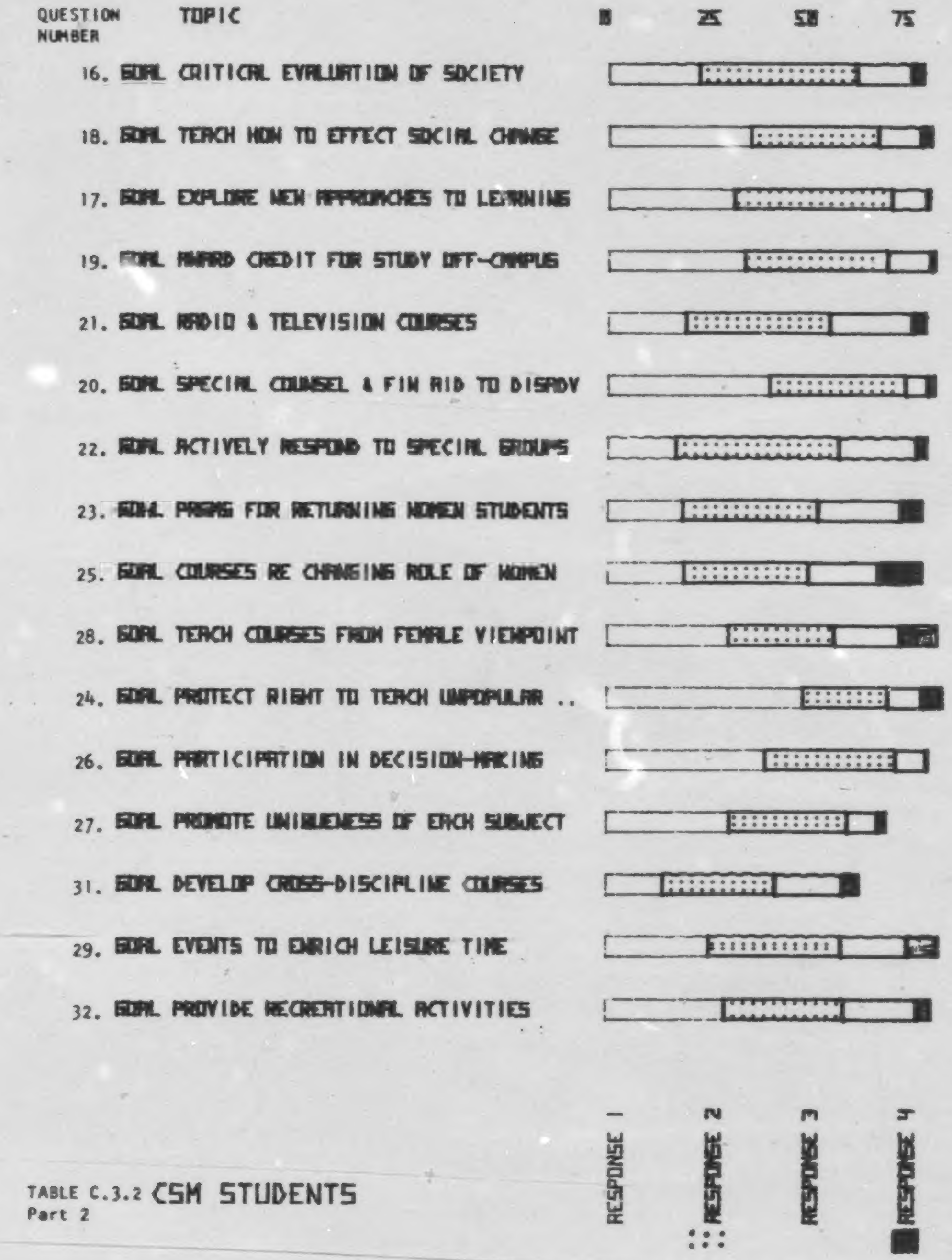

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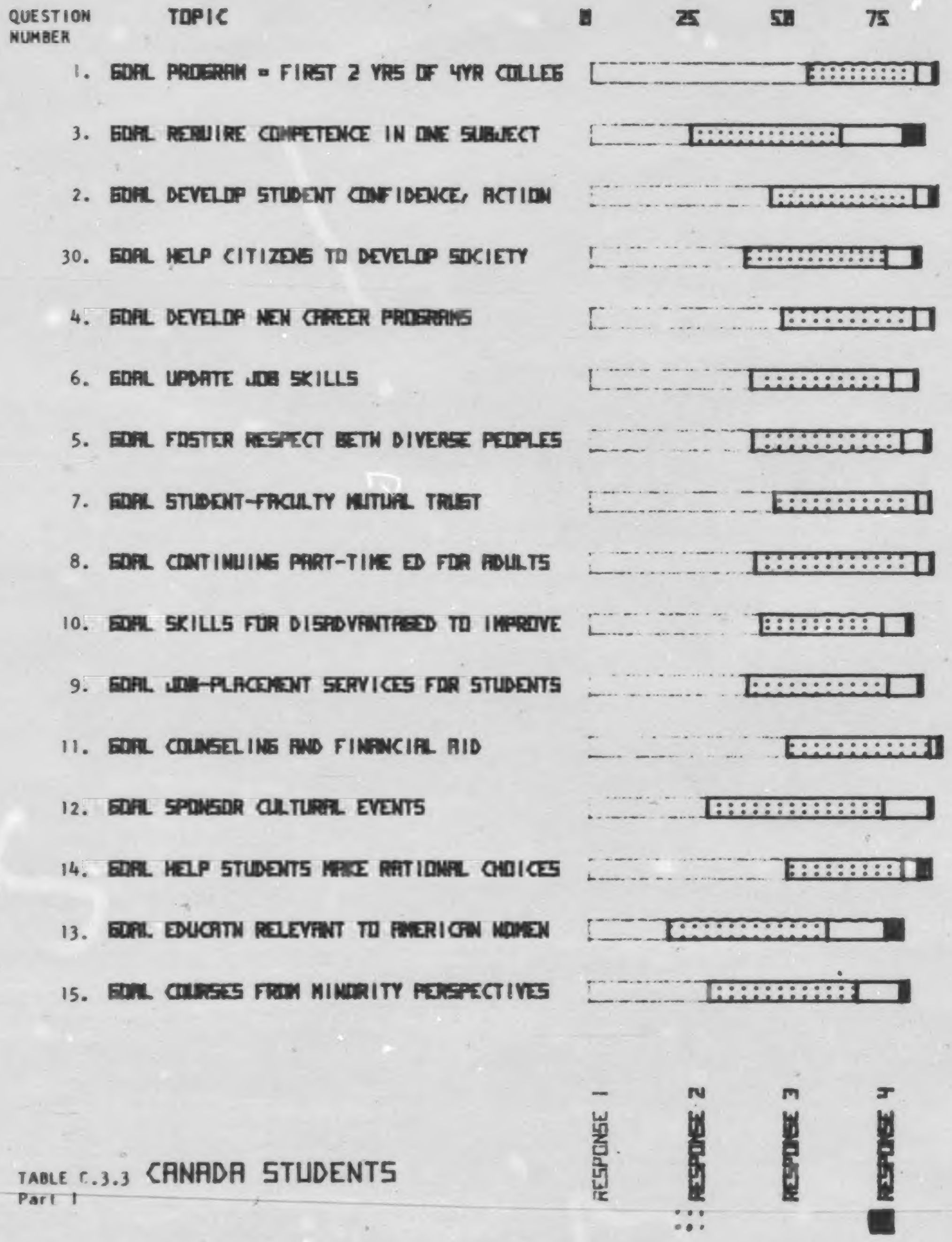

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Part I

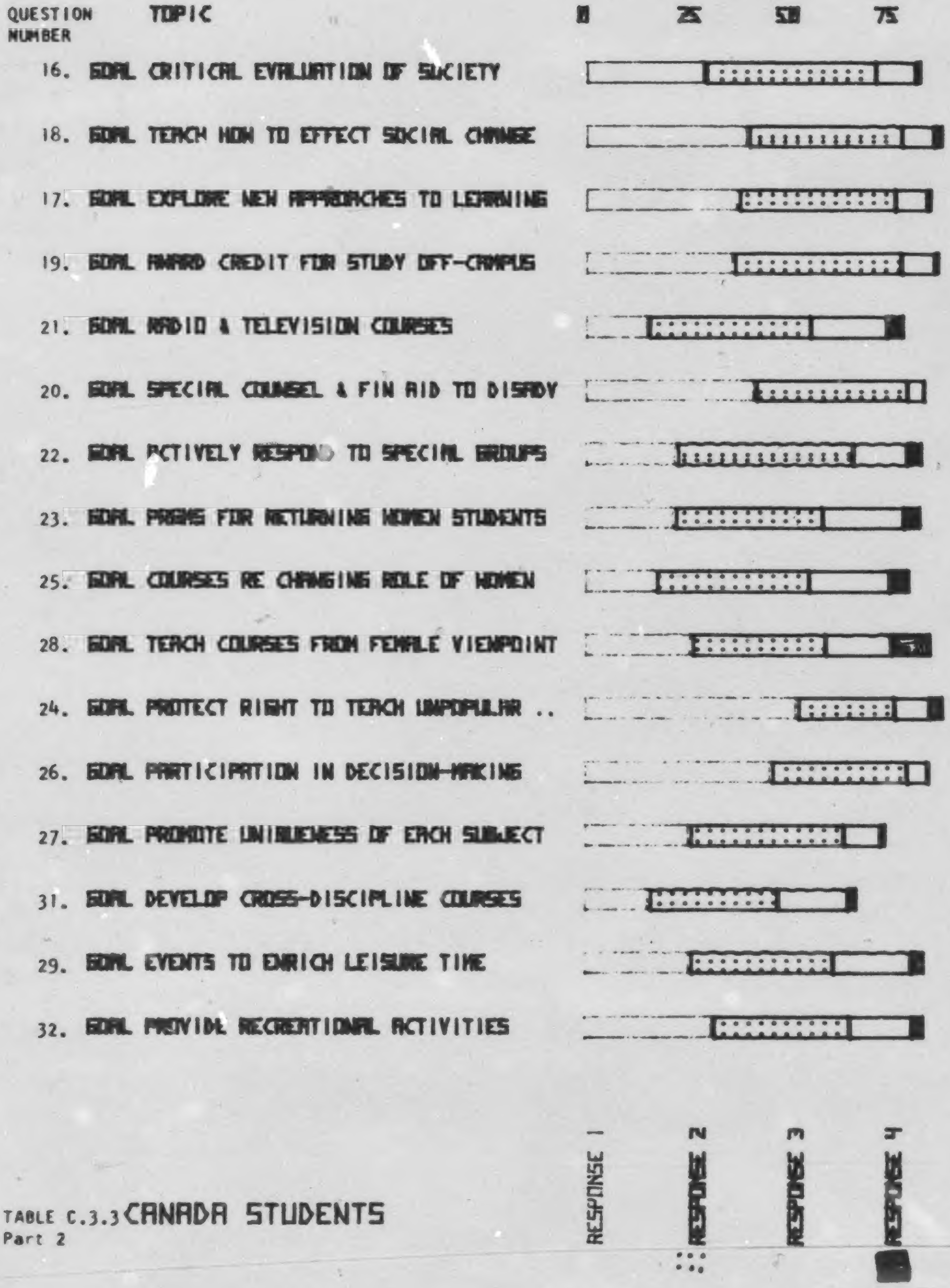
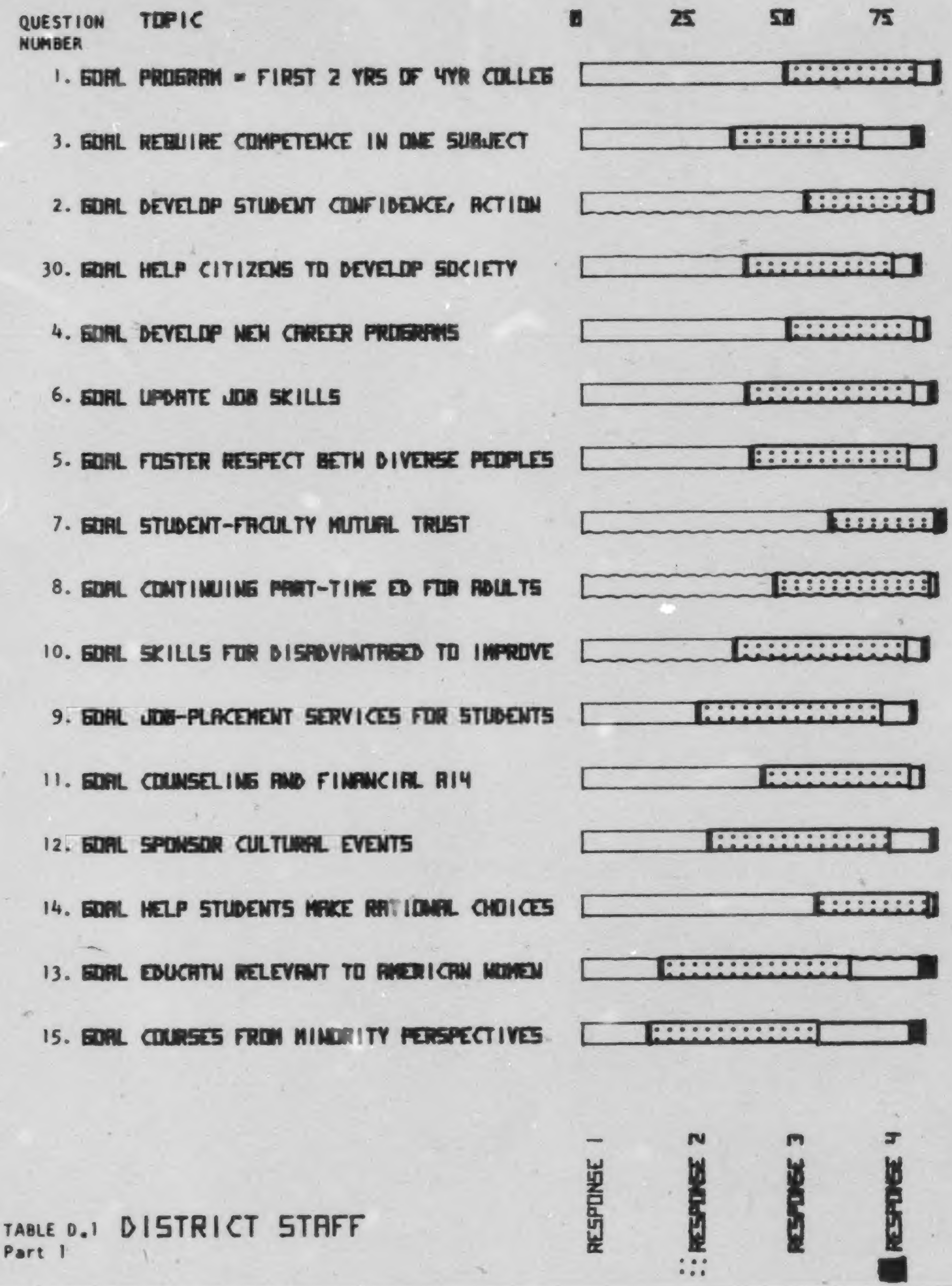


TABLE C.3.3 CANADA STUDENTS
Part 2

APPENDIX D:

RESPONSES TO QUESTIONS RATING EDUCATIONAL GOALS BY DISTRICT EMPLOYEES



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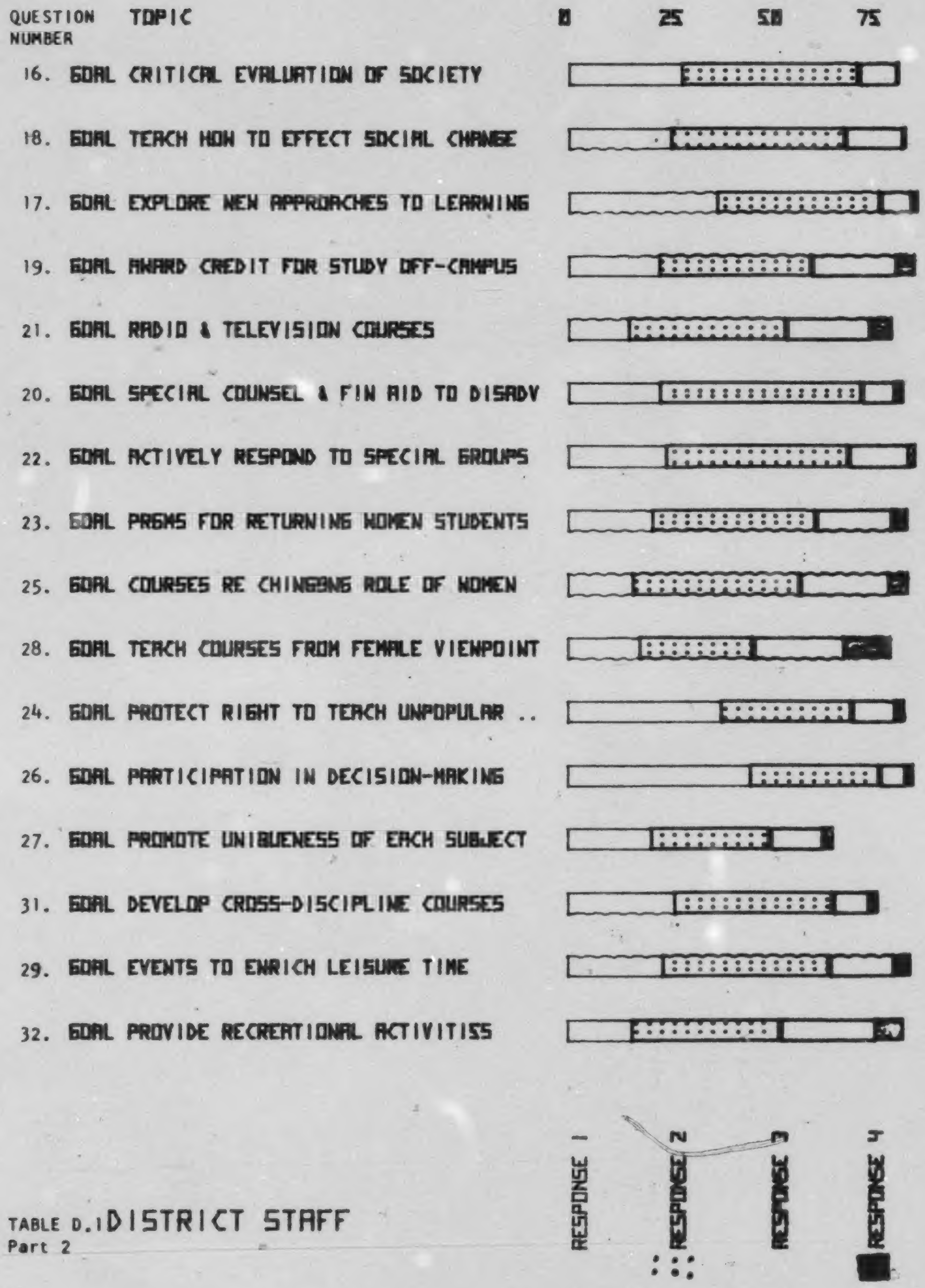
Part 1



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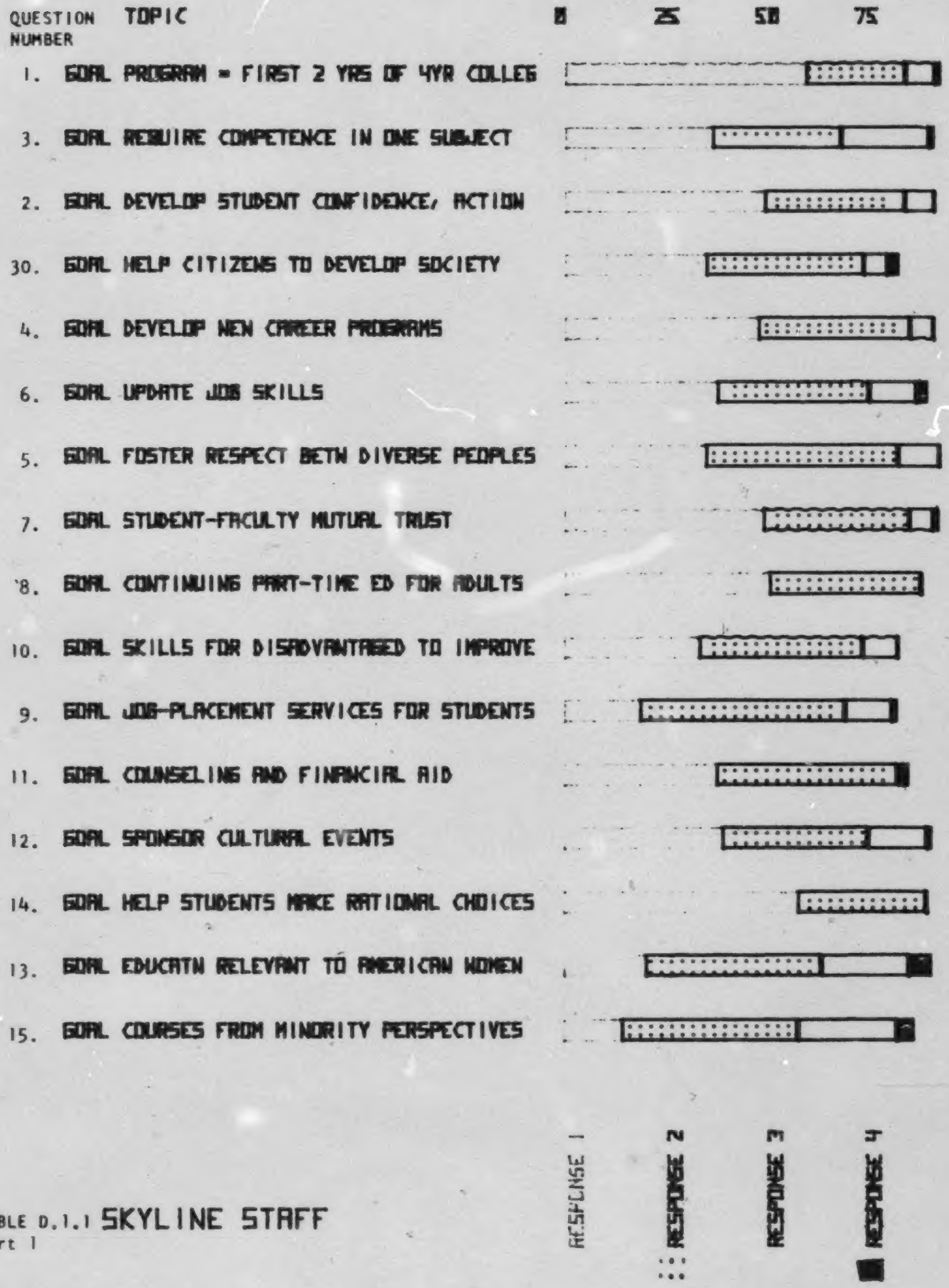

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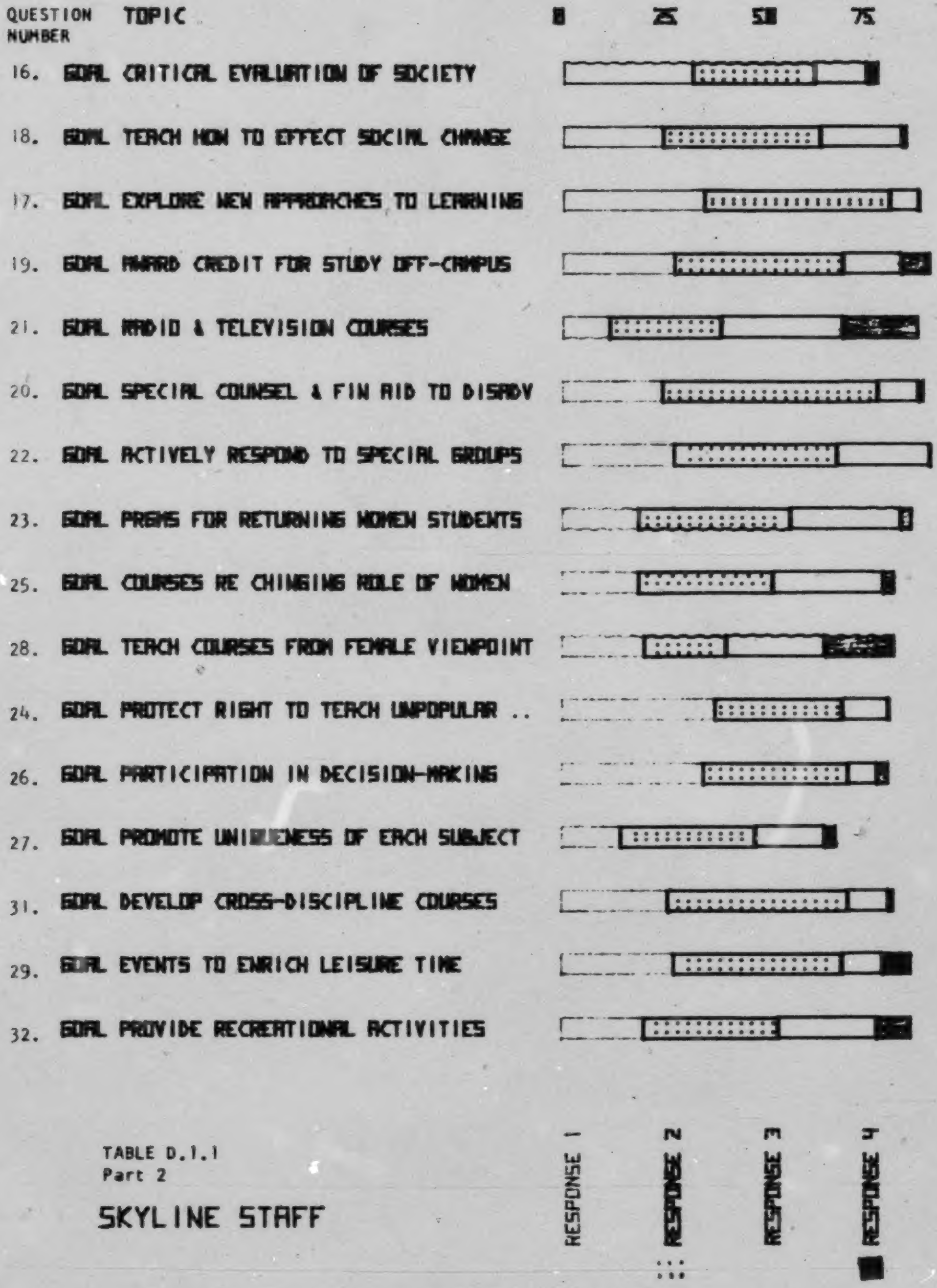

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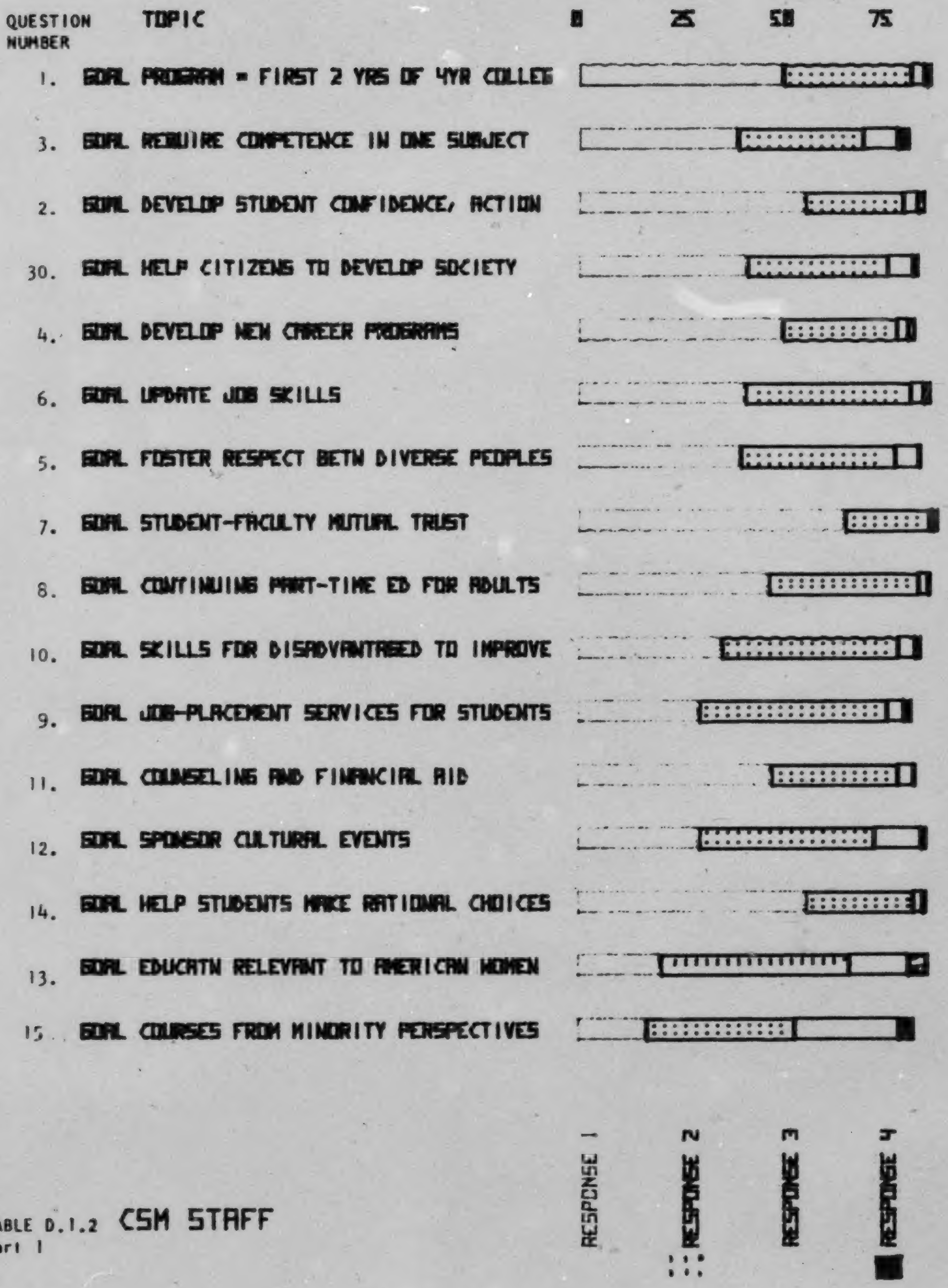
Part 2

SKYLINE STAFF



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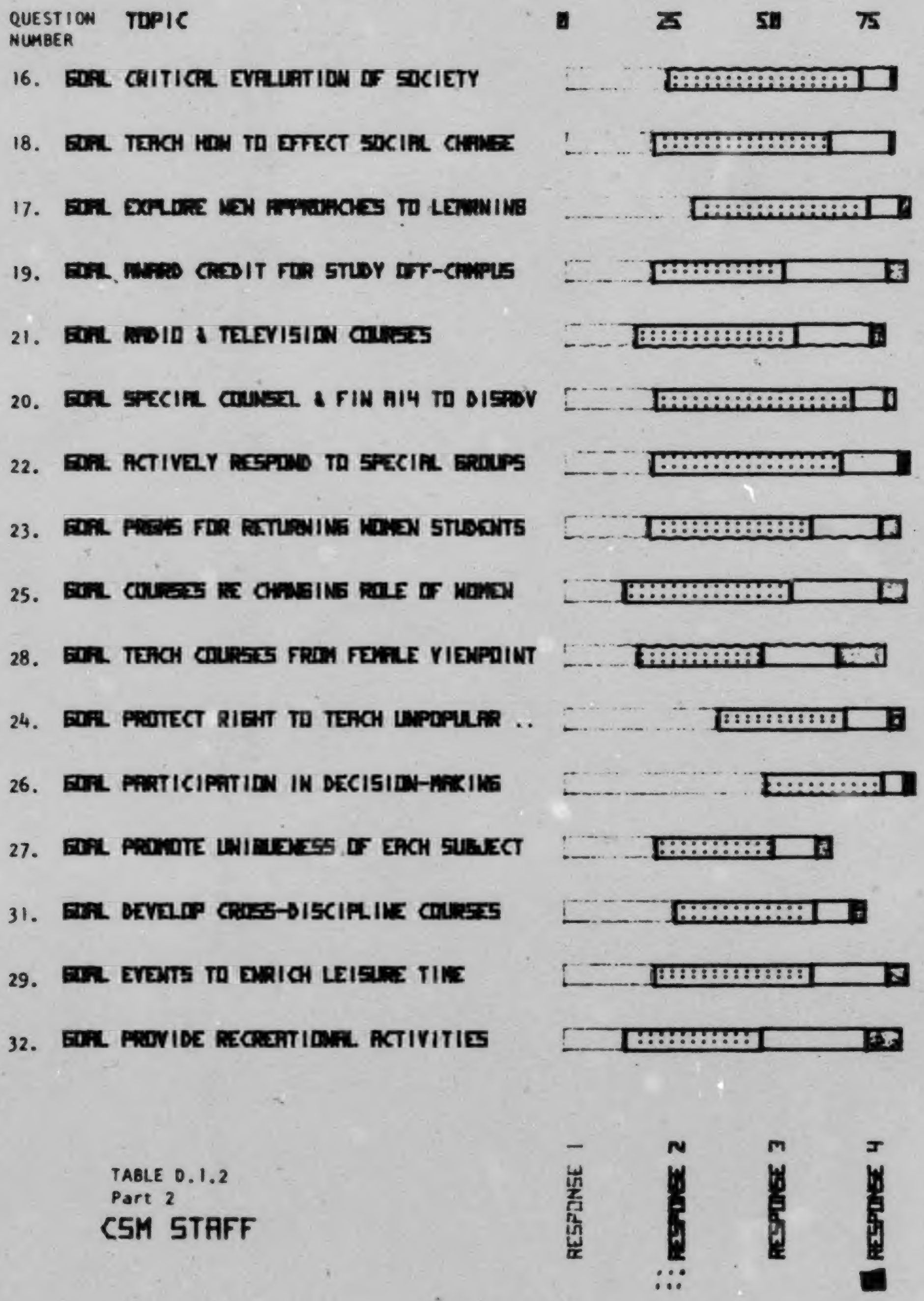

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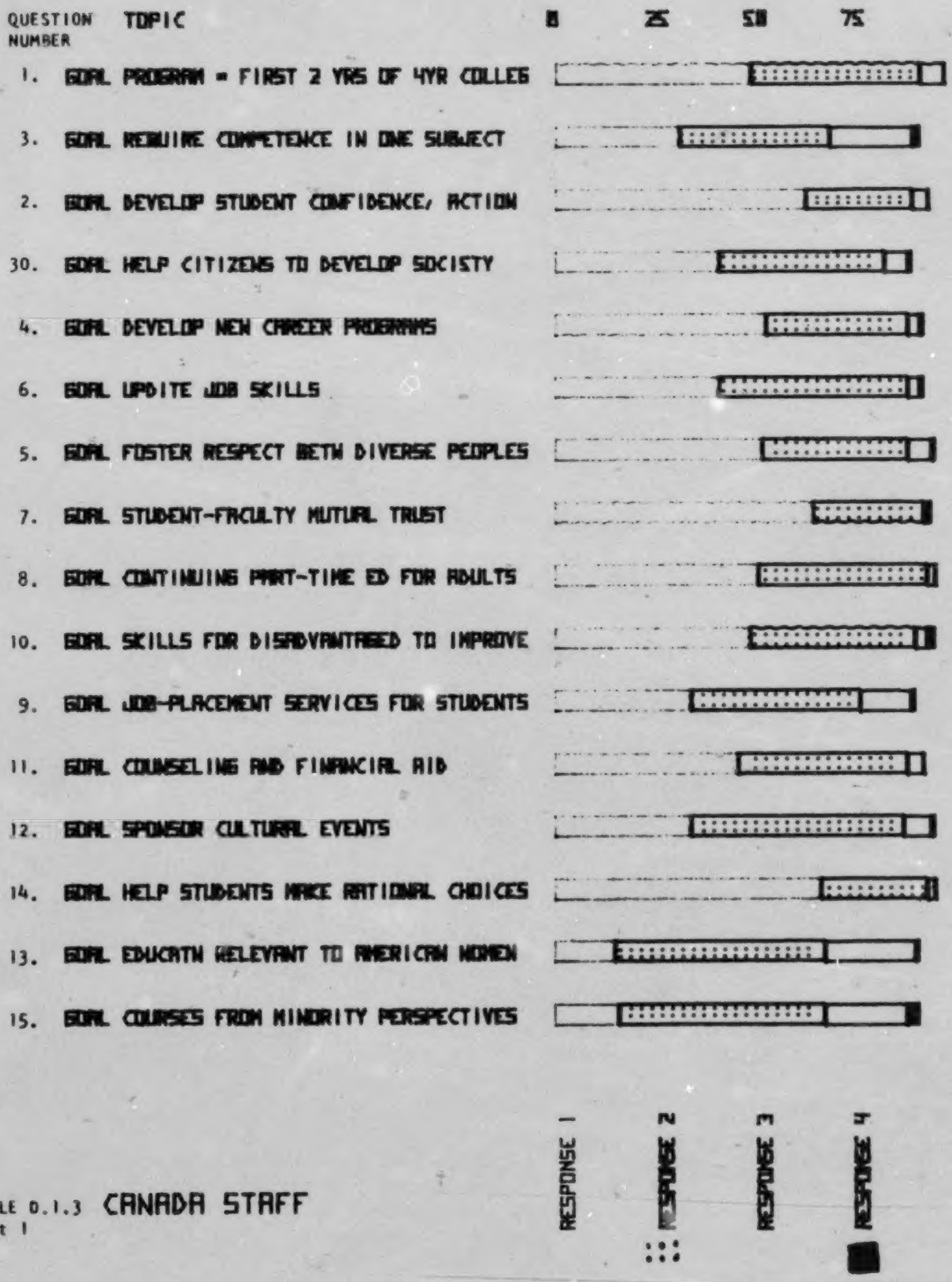
Part 2
CSM STAFF



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Part 1

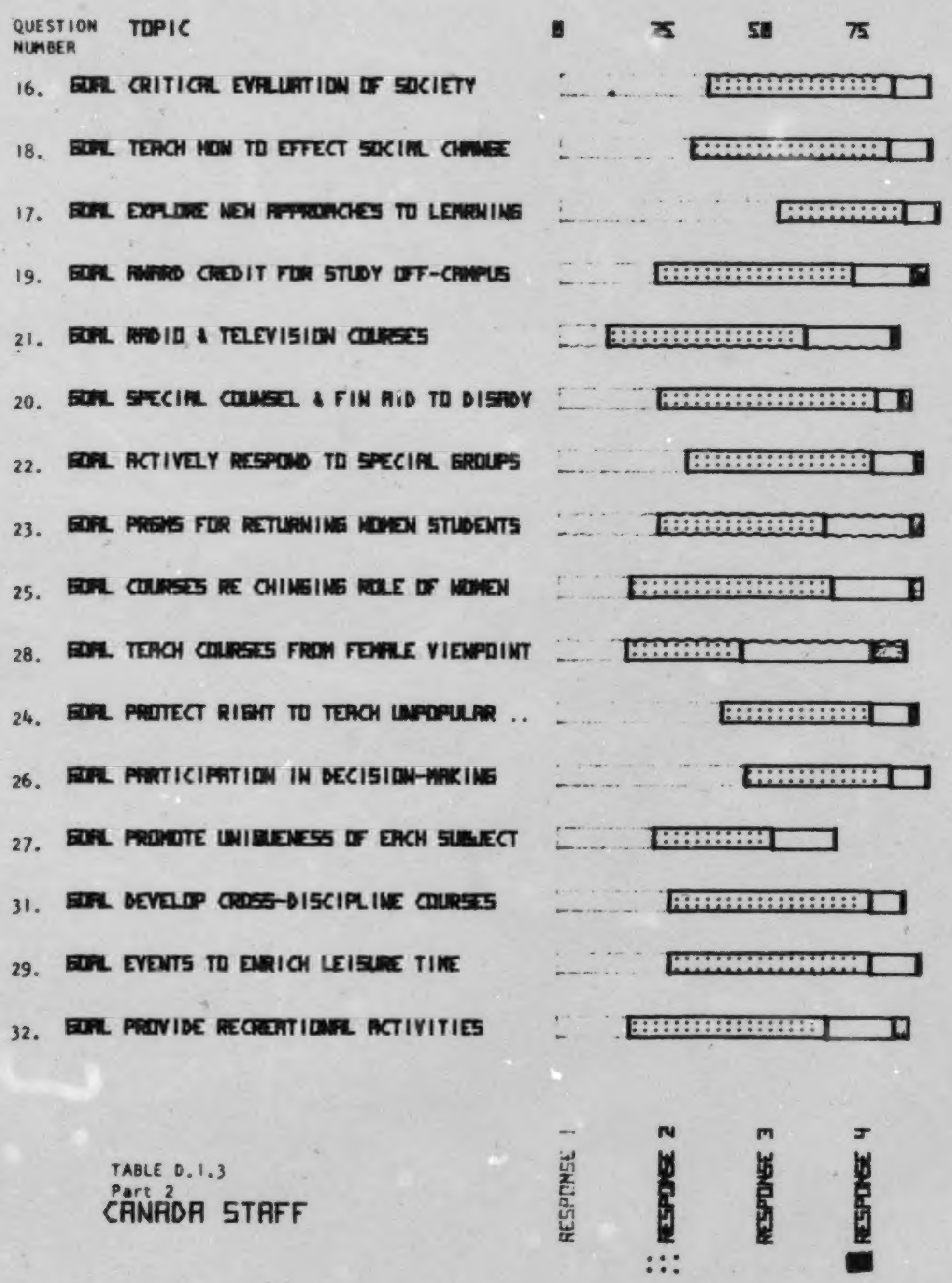


TABLE D.1.3
Part 2
CANADA STAFF

Technical Report

Number 3

PERCEPTIONS OF SMCCD HELD BY SPECIAL GROUPS

TECHNICAL REPORT: PERCEPTIONS OF SMCCD HELD BY SPECIAL GROUPS

Introduction

The study of the perceptions of special groups is one part of the overall Community Needs Assessment being conducted by the SMCCD Planning Staff. Organized groups in San Mateo County are described as being "special" in the sense that these organizations serve, represent, or purport to represent recognizable constituencies in the county, and might reasonably be expected to articulate the various points of view of those constitutencies. The purpose of this report is to provide an opportunity for input from personal interviews beyond that which can be gathered in a questionnaire. Analysis of the organized community groups as a whole will be done as part of the questionnaire analysis.

Data Collection

For purposes of the special groups study, categories of possible constituencies were devised. Because of the scope of their activities, some groups/organizations, e.g., Martin Luther King Center, do not fall neatly into one category. We listed such groups once, based on a major focus, and did not duplicate their listing in another category.

Within each category an attempt was made to find "umbrella groups", or groups with ties to other groups, which are focal points for people having an interest in each category. Using this criterion, 216 groups were identified and contacted by questionnaire. The composition of the list was monitored so as not to skew the sample in ways which would bias the results. The list of the umbrella groups follows.

Group Categories

Category	Number of Groups in Each Category	Number of Questionnaire Responses by Category
1. Senior Citizens	10	4
2. Arts/Music/Drama	11	5
3. Government	13	6
4. Women	17	8
5. Handicapped/Rehabilitation	9	3
6. Recreation/Youth	16	8
7. Health/Medicine	21	10
8. Environment/Ecology	5	2
9. Family Service/Financial	16	7
10. Racial/Ethnic Minorities	51	23
11. Law Enforcement/Courts	7	3
12. Business/Trade/Professional	23	10
13. Veterans	4	3
14. Labor	13	3
	216	95

In compiling the above list the sources consulted were the Community Services offices; the Open Education, Student Development, and College Readiness Programs; the District address vendor book; other College personnel; county commissions on aging and human relations; telephone directory listings; and Chamber of Commerce lists. In some cases, initial contacts with organizations led to the inclusion of other groups. If a group contacted the District and asked to be included, they were added to the list. To date, 95 of the 216 groups have returned their questionnaires.

In addition, 14 personal interviews were conducted with leaders of selected special groups. Judy Watkins, Pat Manning, Josue Hoyos, and Zoe

McCandless conducted the interviews December, 1974 through February, 1975.

Persons/groups were selected for the interviews on the basis of their key position within each category, schedule compatibility, and their willingness to talk with us. The purposes of these interviews were to discuss the questionnaires in greater detail and to provide an opportunity for these community representatives to offer further comments and information in an informal setting. Although the questionnaire served as a framework, we did not attempt to prestructure the interviews. In general the respondents were asked to comment regarding their perceptions of programs, facilities, and contacts with the SMCCD.

There is no guarantee that there will be agreement within a group or organization between leaders and group members, among members, or even among leaders as to their perceptions. Further, there is no guarantee of agreement among different groups within one constituency. Assessing the degree to which a group or organization is committed to an issue and the extent to which its members can or will act is difficult without extensive follow-up work with each group on specific issues.

The line between individual perceptions and group perceptions as expressed in the responses to a questionnaire or as statements in an interview is a thin one. Respondents themselves were often aware of this danger and made sincere attempts to separate the two types of perceptions where appropriate. In the interviews, however, the separation was not always successful.

Interview Summaries and Conclusions

1. Each of the constituencies has a unique, internal communications network which works for that constituency. College and District personnel may or may not be aware of that network. Traditional mass media approaches through newspaper announcements, news releases, or radio would be only

marginally effective in reaching special groups, unless such media were also a part of the internal communications network of the group.

> There are 55 clubs for seniors in the county. You should work through these club's presidents. . . . (Senior Citizens Information & Referral Center)
>
> We communicate by word of mouth, attending meetings and through the churches. When we want to tell people something, we make it ourselves; we don't use fancy brochures and stuff like that. (Fair Oaks Community Center)
>
> I would suggest looking into the model of the San Francisco Arts Commission. They use paid 'communicators' to seek out programs for special groups. (San Mateo Arts Council)

In response to a question as to whether transportation for senior citizens was really a problem since several hundred people attended an event at Skyline and people at the college were commenting about the large number;

> For a special event we 'comandeer' the Red Cross station wagons, busses, vans, private cars, anything. Some of the busses make two or three trips. People can make it to some gathering point, and then we get them up the hill. (Senior Citizens Information & Referral Center)

2. Contacts between the colleges and community groups are personal, individual, uneven, and sporadic. They are rarely systematic, regular and sustaining. The San Mateo Arts Council Board must have a representative from one of the colleges, but this is the only example of routine overlap found in the interviews. Six persons interviewed mentioned a need for a routine information about applications, registration procedures, and programs and stressed the need for a systematic mechanism to improve the flow of information. Recommendations included:

- College personnel sitting on advisory committees to community groups to the same degree that community people serve on college advisory committees.
- Publishing, updating, and widely distributing lists of facilities, use policies, prices, and persons or offices to contact.
- Putting field workers in community locations for information and pre-registration counseling.

3. There are recognizable "abrasion points" (or sources of irritation) at which groups are sensitive to the attitudes and behavior of college personnel. Among these are:

- Assumptions by those who work at the colleges that other people are as familiar with the operations and procedures of the institution as they are.

  > Those who work in the institutions are used to them and take them for granted. Sometimes a person may ask a question that sounds stupid to the person who works at the school. But the person may not be stupid; he may just not know what to do. Don't forget that college is a whole new world. (Fair Oaks Community Center)

- Attempts by community groups or agencies to contact the colleges with no responses from the colleges.

  > PROBE had a contract with SMCCD; I think directly with Canada, for work study students to work in a literacy program. We were promised 10 and got 2 students. There was little response from the Financial Aids office. I don't feel the District planned very well. (PROBE)

  > The City of San Mateo has had jobs under work study. There has been no response from any of the three colleges. These notifications were sent to the Financial Aids officers. (City of San Mateo)

- Fear of college itself and uneasiness about the college environments.

  > People from the community who go to the colleges are often afraid. (Fair Oaks Community Center)

  > There is a psychological barrier to going 'up the hill.' People don't feel the college is theirs. (San Mateo Arts Council)

  > . . . .seniors will be easily intimidated, and often ask 'What will I be able to learn now, at my age?' (Senior Citizens Information & Referral Center)

  > The biggest barriers to attendance are financial problems and uneasiness about college. . . . Perhaps there could be orientations to allay fears which are widespread. (PROBE)

- Resentment of inept service.

  > If you can't do it well; don't do it! (Citizens for Improving the Status of Women)

4. Vocational preparation, career planning, and job placement are seen as important functions of the three colleges. Most were careful to distinguish between simple job placement and more complicated career development and guidance functions. Six of those interviewed made specific reference to this aspect of the total program. At the same time that these respondents were interested in this subject area, they were also critical of the performance of these functions by the colleges now.

5. If the colleges offer specific programs for specific groups, these programs must be carefully considered in terms of content, facilities, location, physical environment and teaching strategies.

> There were two classes by Canada at Casa de Redwood in Redwood City. One, 'Sex and Senior Citizens' was very well attended. The other, 'Cooking for One or Two' was a disaster. The reason was that people at Casa de Redwood take their meals in a dining room and do not do any cooking themselves. (Senior Citizens information & Referral Center)
>
> There is a need for condensed courses, particularly in accounting and office training. Clients cannot enroll in two year programs. . . Rehabilitation clients are being referred to Heald's in San Francisco. . . There was a typing course at one of the colleges and the rehabilitation students could not take it because it was on the second floor. (National Rehabilitation Assoc.)
>
> Put classes in appropriate settings. Adults are very sensitive to physical surroundings, room size, chairs. . . (Citizens for Improving the Status of Women)
>
> . . .you may have to consider alternative teaching strategies for this group (senior citizens). They prefer to learn by seeing and doing things, rather than by talking, reading, and writing. (Senior Citizens Information and Referral Center)

6. Those interviewed believed that the scheduling of programs or events was an important factor in determining the success or failure of the activity. Two respondents mentioned exploring the mid-afternoon time slots, citing fear of going out at night and lack of transportation to the colleges at night or on weekends. Moreover, those interviewed expressed strong dissatisfaction with the locations of the colleges and expressed a need for

programs at other locations. Seven of the respondents indicated this view. Child care was considered a problem by two community center workers. (Daly City Information Center, PROBE)

7. Those interviewed tended to be more aware of the college which was closest to them geographically. However, the overall level of awareness of the colleges and their programs is quite low. One group knew about Skyline only because a student organization (MECHA) holds their dances at the group's facility. (Sociedad Mutualista Mexicana Morelos)
8. Although there was some variation in their responses, five group representatives saw Community Services as an area of relationship with SMCCD for their constituencies. (Senior Citizens Information & Referral Center, San Mateo Arts Council, Citizens for Improving the Status of Women, National Rehabilitation Center, Fair Oaks Community Center). With one exception they were more critical of the policies and operating procedures of Community Services than they were of program content.

Questions and Implications for Planning

1. Why is it that key persons in key groups in the county appear not to have a clear understanding of what the colleges are, and are not doing?
2. Should the colleges offer specific programs, services, admission procedures for specific target groups?
3. What would a systematic mechanism for contact with community groups look like? How would it operate?
4. If some of the specific perceptions expressed in these interviews are inaccurate, what should be done about it? If the perceptions are accurate, what should be done?
5. What could be done to alleviate fears of colleges in general and SMCCD colleges in particular which seem to be present among some groups?
6. What may be needed in the way of staff development to reduce chances for misunderstandings.
7. What are the special facilities needs for the physically handicapped?

APPENDIX

List of Special Groups Contacted

Note:
1. An asterisk (*) indicates that the group responded to the questionnaire by March 1, 1975.
2. Two asterisks (**) indicates that a leader in this group was interviewed.

I. Senior Citizens

1. San Mateo County Commisssion on Aging
**2. San Mateo County Senior Forum
*3. Senior Citizens Information Center, Menlo Park
4. Senior Citizens Information Center, East Palo Alto
5. Senior Citizens Information Center, San Mateo
*6. Senior Citizens Nutritional Program
7. Bay Area Planning Council, Spanish Speaking Senior Citizens
8. American Association of Retired Persons
*9. Past Chairman, San Mateo County Commission on Aging
10. Past Chairman, Senior Forum

II. Arts/Music/Drama

**1. San Mateo Arts Council
*2. San Mateo Chamber Music Society
3. Peninsula Symphony Association
4. Bach, Dancing and Dynamite Society, Inc.
*5. San Mateo County Choral Society
6. North Peninsula Concert Association
7. Arts/Cultural Committee of Burlingame
8. Art Guild
9. Hillbarn League
*10. Historical Society of San Mateo County
*11. Tri-City Concert Association

III. Government (other than city managers, who were notified by the Master Planning effort directly)

1. San Mateo County Board of Supervisors
*2. Director of Social Services, Health & Welfare Department
*3. Economic Opportunity Commission
*4. San Mateo County Human Relations Commission
*5. Local Agency Formation Commission (LAFCO)
6. Louis Papan, Assemblyman, 27th District
7. George Mascone, Senator
8. Dixon Arnett, Assemblyman, 26th District
9. Arlen Gregorio, Senator, 12th District
10. Congressman Leo J. Ryan, 11th District
11. Congressman Pete McClosky, 17th District
*12. East Palo Alto Municipal Council
**13. Personnel Dept., City of San Mateo

IV. Women

1. Ms. Pacifica
**2. Citizens for Improving the Status of Women
*3. Resource Center for Women
4. National Organization for Women
*5. Women's Rehabilitation Center of San Mateo County
*6. League of Women Voters (North, Central and South County)
*7. League of Women Voters (North, Central and South County)
*8. League of Women Voters (North, Central and South Coutny)
*9. Childcare Coordinating Council
10. Mothers for Equal Education
11. AAUW (2 chapters)
12. AAUW (2 chapters)
13. Parents Without Partners
*14. Right to Life
15. Women's Center
*16. Advocates for Women
17. Women for Action Auxiliary

V. Handicapped/Rehabilitation

**1. National Rehabilitation Association
2. Alcoholics Anonymous
*3. Salvation Army
4. Goodwill Industries
5. Society of St. Vincent de Paul
6. Crystal Springs Rehabilitation Center
*7. San Mateo County Vocational Rehabilitation
8. Council of Blind of California
9. Blind & Visually Impaired-Peninsula Center

VI. Recreation/Youth

*1. San Mateo County Parks and Recreation Department
*2. Pacifica Youth Services Bureau
3. California Park and Recreation Society
*4. YMCA, San Mateo
5. YMCA, San Carlos
*6. YMCA, Redwood City
7. YMCA, San Bruno
8. Girl Scouts - San Francisco Bay Council
*9. Boy Scouts of America, San Mateo County Council
10. Boys Club of San Mateo
11. South San Francisco 4-H Club
12. Golden Gate Council, Campfire Girls, Dist. 7
*13. Program Director, Northpark Apts.
14. Program Director, Woodlake
**15. San Francisco Recreation Center for the Handicapped
*16. Bay Area Big Sisters

VII. Health/Medicine

*1. Planned Parenthood
*2. American Cancer Society
*3. San Mateo County Dental Assistants Society
*4. San Mateo County Dental Society
*5. Peninsula Veterinary Medical Association
*6. San Mateo County Heart Association
7. Chaplain, Peninsula Hospital
*8. South County Mental Health Center
*9. North County Mental Health Center
10. Arthritis Foundation
11. Peoples Medical Center
12. Lung Association of San Mateo County
13. Medical Society of San Mateo
*14. Nurses Association of San Mateo and San Francisco Counties
15. Suicide Prevention Center
16. Comprehensive Health Planning Council
17. San Mateo County Department of Health and Welfare
*18. San Mateo County Chiropractic Society
19. San Mateo CountyPharmaceutical Association
20. Charles R. Drew Health Center
21. Guadalupe Health Center

VIII. Environment/Ecology

1. Oceanic Society
2. Committee for Green Foothills
*3. Sierra Club
*4. California Coastal Alliance
5. Environmental Quality Coordinating Council

IX. Family Service/Financial Support

*1. Director, Social Security for San Mateo County
*2. Employment Development Department, San Mateo
*3. Employment Development Department, South San Francisco
4. Employment Development Department, Palo Alto
*5. American Red Cross, South San Francisco
6. American Red Cross, San Mateo Region
7. American Red Cross, Sequoia Region
8. American Red Cross, East Menlo Park Service Center
9. Catholic Social Service, San Mateo
10. Catholic Social Service, Daly City
11. Catholic Social Service, Menlo Park
*12. Family Service Agency, Burlingame
13. Family Service Agency, Pacifica
*14. Family Service Agency, Redwood City
*15. Jewish Community Center, Belmont
16. Lutheran Social Service Center

X. Racial/Ethnic Minorities

1. ALMA
2. American Indian Center
3. Association Cultural Mexicana

4. Association of Mexican-American Educators
5. Bay Area Construction Opportunity Project
6. Bay Area Urban League
7. Bayshore Employment Service
8. Bilingual Committee, Daly City
9. Black Affirmative Action Council of Daly City
10. Citizens Against Racism
11. Committee for Asian Community Involvement
*12. Community Information Referral & Service Center (EPA)
13. Community Service Center (EPA)
**14. Daly City Community Service Center
15. Economic Opportunity Commission
16. Empresa Mexicana
**17. Fair Oaks Community Center
*18. Filipinos for Affirmative Action
19. Sequoia Union High School District (Human Relations)
*20. San Mateo Union High School District (Human Relations)
*21. Jefferson High School District (Human Relations)
22. Holy Angels Latin Club
*23. Japanese - American Citizens League
*24. Latin American Spanish Speaking Organization
*25. Legal Aid Society (Redwood City)
26. Legal Aid Society (East Palo Alto)
27. Legal Aid Society (Daly City)
28. Lulac Council
29. Martin Luther King Center
30. Mexican - American Political Association
*31. Mexican - American Unity Council
32. Mothers for Equal Education
33. Nairobi Interagency Council
34. Nairobi College
*35. NAACP, Daly City
*36. NAACP, San Mateo
*37. NAACP, Redwood City
*38. Neighborhood Councils, Daly City
39. Neighborhood Councils, San Mateo
*40. Peninsula Association of Chinese Americans
**41. PROBE Community Center
*42. Regional Occupational Program
*43. San Carlos Human Relations Commission
*44. San Mateo County Human Relations Commission
45. San Mateo County Service League
*46. South San Francisco Information Center
47. Target Education and Welfare, Inc.
48. United Native Americans, Inc.
49. Black Unity Council
*50. Volunteer Bureau
51. Mrs. Madge Bradstreet, Daly City NAACP

XI. Law Enforcement/Courts/Probation

*1. Criminal Justice Council of San Mateo County
2. County Police Training Officers Association
3. J. C. Penney- Tanforan (Security)

*4. Police Chiefs Association of San Mateo County
5. Northern Municipal Court District
6. Sheriff's Office
*7. Correctional Volunteers

XII. Business/Trade/Professional Organizations

1. National Secretaries Association
2. American Business Women's Association, Daly City
**3. Sociedad Mutualista Mexicana
4. Credit Women International of San Mateo County
*5. San Mateo County Development Association, Inc.
*6. California Institute of Banking
7. Governmental Research Council
**8. Peninsula Manufacturers Association
9. San Mateo County Bar Association
*10. San Mateo County Farm Bureau
*11. San Bruno Chamber of Commerce
12. Redwood City Chamber of Commerce
13. South San Francisco Chamber of Commerce
14. Half Moon Bay Chamber of Commerce
15. Belmont Chamber of Commerce
*16. San Carlos Chamber of Commerce
*17. Menlo Park Chamber of Commerce
*18. Foster City Chamber of Commerce
*19. San Mateo Chamber of Commerce
20. Burlingame Chamber of Commerce
21. Millbrae Chamber of Commerce
22. American Business Women, San Mateo
23. Business and Professional Women's Club

XIII. Veterans

*1. County Veterans Service Office
*2. Outpatient Psychiatric Service, Veterans Hospital
*3. Veterans Counselor, E.D.D.
4. American Red Cross

XIV. Labor

**1. Central Labor Council
**2. Building and Construction Trades Council
3. Bartenders andCulinary Workers, Local 340
*4. American Federation of State, County and Municipal Employees
5. United Steelworkers of America, Local 1069
6. Transport Workers Union, Air Transport Division, Local 505
7. International Association of Machinists, Lodge 141
8. International Brotherhood of Electrical Workers, Local 1969
9. Communications Workers of America, Local 9430
*10. Retail Clerks Union, Local 775
11. Teamsters Union, Local 85
12. Warehouse Union, Local 6
*13. International Association of Machinists, Lodge 1327

Technical Report

Number 4

OCCUPATIONAL NEEDS ASSESSMENT

SAN MATEO COMMUNITY COLLEGE DISTRICT
OCCUPATIONAL NEEDS ASSESSMENT
OCCUPATIONAL DATA BASE

Contents Page

Method of Research and Data Abstract 1
Summary and Conclusions 17
Comments on Information in Report and Implications for Planning 20
Relationship of Occupational Data Base and Needs Assessment to District Mission and Goals 22
Supporting Data 23
Appendix A, Projected Annual Job Openings 35
Appendix B, FTE in Occupational Programs 46
Appendix C, Interviews, 28 Major Employers 52

Introduction

In San Mateo County today, as throughout the nation, increasing concern is being expressed about education's responsibility to meet people's career development needs. There is little question that the solution to many pressing social and economic problems in reality rests with the responsibility and capability to provide successful employment training. Clearly the objective here is to increase the ability of a broad range of people to earn an adequate income.

In the area of occupational education community colleges have a primary responsibility. It is the purpose of this section of the Community Needs Assessment to provide the informational data base on which decisions can be made with regard to program development in occupational and career education.

METHOD OF RESEARCH AND DATA ABSTRACT

The Community Needs Assessment, Occupation Program Data Base for San Mateo Community College District has been prepared in accord with regular manpower analysis techniques using (SMSA) Standard Metropolitan Statistical Areas. Data for the Occupation Base has been gathered from 1) U. S. Bureau of Labor Statistics, San Francisco-Oakland SMSA: 2) U. S. Bureau of Labor Statistics, San Jose SMSA: 3) U. S. Bureau of the Census, updated or projected to 1975; 4) interviews with personnel directors of 28 major employers doing business in San Mateo County; occupational programs of each of the secondary school districts located in San Mateo County, as well as Regional Occupational Programs of

San Mateo County, Office of Education; 6) planning and development divisions of San Mateo County government, including CETA; 7) planning and development associations located in San Mateo County; 8) agencies of the State of California; and 9) agencies of the Federal government, Region IX, located in San Francisco.

Essentially, two Standard Metropolitan Statistical Areas (SMSAs) comprise the San Francisco Bay Region. These are identified as the San Francisco-Oakland SMSA, and the San Jose SMSA. In size of work force, the number of people employed in the San Jose area is about 40% of that in the San Francisco-Oakland combined area. For purposes of this occupational employment base study the two SMSAs--San Francisco-Oakland and San Jose--have been combined to produce new data which will be identified as that of the San Francisco Bay Region (SFBR).

Information is presented in tabular form for analytical purposes. The reason for using SFBR as a data base is to determine the specific composition or "mix" of jobs to be available in the future. Attention is centered, however, on the needs of the labor force residing in San Mateo County--the people who live here, and who work both inside and outside the County.

The information which has been gathered is presented through a series of charts with data to illustrate decision-making factors: 1) the average annual number of job openings available for the San Mateo County labor force; 2) data on the career or occupational education services now being provided; and 3) the relationship between job openings, occupational programs now in existence, and desirable changes.

The Labor Market

Statistical information about the future labor market is presented most often in summary form showing worker categories or divisions such as those used by the U. S. Department of Labor. Table I provides this kind of information with data on divisions of the labor market of the San Francisco Bay Region (SFBR).

THE LABOR MARKET TABLE I

	Examples
PROFESSIONAL AND TECHNICAL WORKERS	Engineers, Chemists, Mathematicians, Draftsmen, Dentists, Nurses, Airline pilots
MANAGERS AND ADMINISTRATORS	Bank Managers, Buyers, Sales Managers, Purchasing Agents, Inspectors, Public Administrators
SALESWORKERS, WHOLESALE AND RETAIL	Advertising Agents, Retail Sales, Wholesale Sales, Demonstrators, Insurance Agents, Real Estate
OFFICE WORKERS, SECRETARIES, ACCOUNTANTS, AND OTHER CLERICAL WORKERS	Stenographers, Typists, Bookkeepers, Computer Programmers, Estimators, Bank Tellers
CRAFTSWORKERS	Construction workers, Heavy Machine Operators, Electricians, Painters, Foremen, Machinists
OPERATIVES	Milling Machine Operators, Welders, Semi-skilled metal workers, Garage workers, Dry Clean Operators
SERVICES	Dental Assistants, Vocational Nurses, Airline Stewardesses, Cosmetologist, Police Officer, Firemen
LABORERS	
FARMWORKERS	

San Francisco-Oakland-San Jose SMSA Combined Labor force	1,974,000
San Mateo County, Total of all Occupations, September, 1974	245,134
San Mateo County Labor force fraction of the San Francisco Bay Region	12.4%

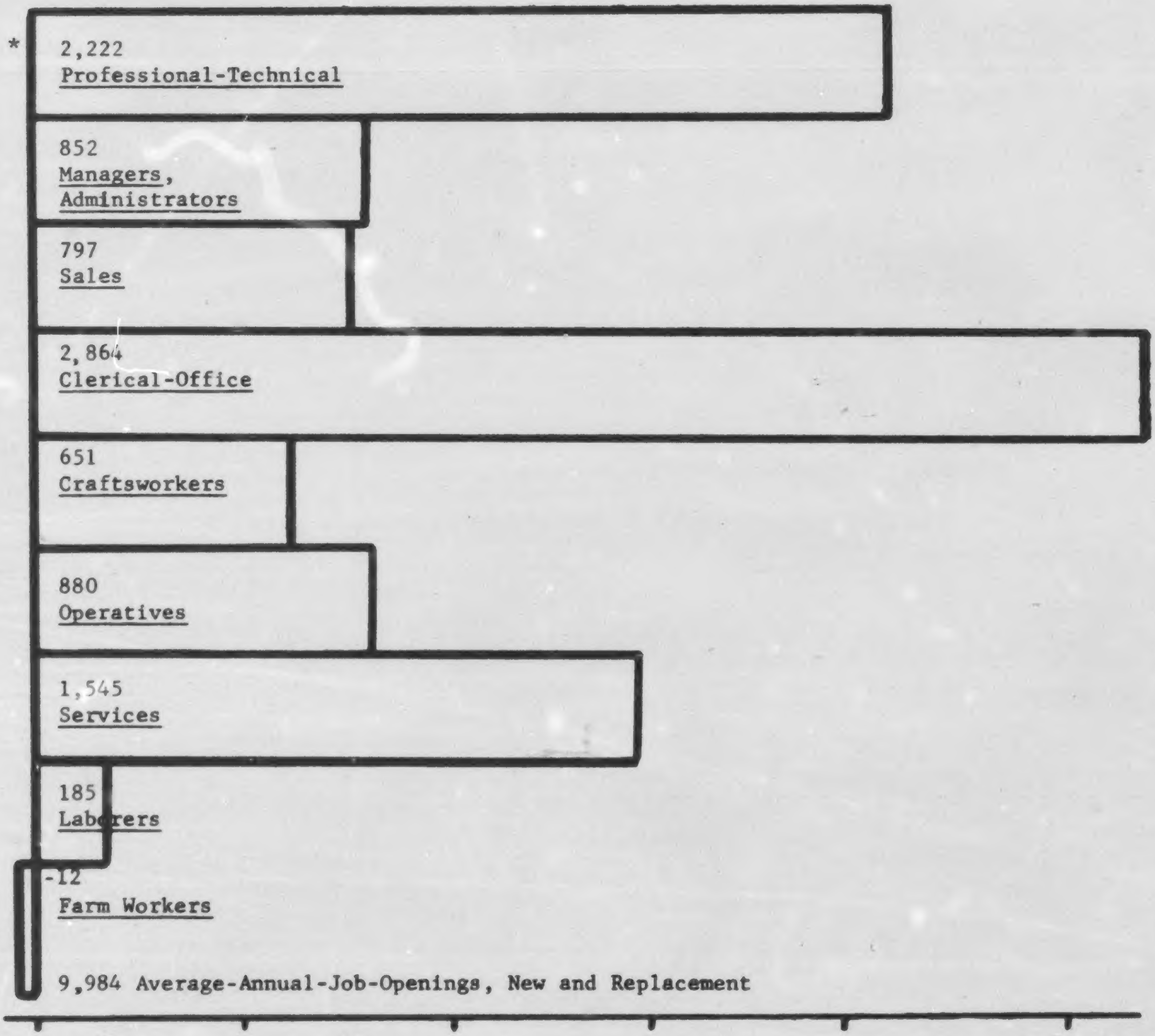
Average-Annual Job Openings
San Mateo County Labor Force

The number of job openings per year in 425 categories through the year 1980 has been determined through the process of combining Standard Metropolitan Statistical Area (SMSA) projections for the San Francisco-Oakland region and the San Jose region. These figures have been multiplied by the factor .124 (12.4%) which is the fraction of San Mateo County workers in the San Francisco Bay Region. Data showing the yearly number of job openings per category is shown in Table II, page 5, as well as summarized in Table IX, page 35 and in Appendix A, pages 35 through 45.

Labor market categories, as previously indicated in Table I, take on a new configuration in Table II. The length of the lines has been drawn in proportion to the number of average-annual-job-openings for the San Mateo County labor force. In Table II the numerical data provided within divisions refer to the number of job openings to be available annually for people in the San Mateo County labor force, which is 12.4% of that in the San Francisco Bay Region. The new job openings will be located within as well as outside of San Mateo County.

TABLE II

AVERAGE-ANNUAL-JOB-OPENINGS
SAN MATEO COUNTY LABOR FORCE



*Numerical data by divisions refer to the number of job openings to be available annually for people in the San Mateo County labor force, which is 12.4% of the San Francisco Bay Region.

The new job openings will be located inside and outside of San Mateo County. It is estimated that 12.4% of the working population will continue to reside in San Mateo County.

Educational Output, Occupational Programs

As a means of relating employment opportunities, on the one hand, to the training of competent workers through occupational education, on the other, it is essential first to identify suitable measures of the need for workers and for educational output. Measures which have been devised, based upon data which is regularly available for analysis, are 1) for worker need, Average-Annual-Job-Openings; and 2) for occupational education output. Full-Time Equivalent Enrollments (FTE), Student Enrollments (Unduplicated Count), and a calculated SE-FTE Index. (Column 1, Table III, pages 9-11)

The SE-FTE Index, determined from FTE and Student Enrollment data, is particularly useful as an occupational program output measure. There are several reasons for using SE-FTE. For example, FTE enrollments in occupational programs provide a much-too-low estimate of the full extent of student participation. In a different direction, by using data for Student Enrollments (unduplicated Count) there is the problem of showing the same representation for full-time, part-time, and single-class enrollments. This results in a distorted picture showing more students than those who are substantially involved in the various programs. This factor is particularly notable with evening class enrollments. A compromise calculation for analytic purposes, therefore, is to determine the mid-point between the two--identified here as the SE-FTE Index.

Listing any of the three basic occupational program output indicators--FTE, SE, or SE-FTE--in parallel with identified needs of the labor market provides a picture of occupational output in relation to labor market needs. It should be noted, however, that occupational program and job opening data are not directly comparable. Nevertheless, they both represent specific measures from which substantive analysis may be undertaken.

To place the data in the most comparable relationship, occupational program information from the three colleges has been arranged in the same manner as that of the nine standard Bureau of Labor Statistics classifications. This information is presented in Table III found on pages 9 to 11, as well as in more complete tabular form in Appendix B, pages 46 through 51.

Secondary Schools, Adult Programs, ROP, CETA, Proprietary Schools, and State Colleges

With regard to other occupational programs in San Mateo County, when the many factors of training for employment are considered there is little non-productive overlap between the various educational segments. For example, there is close articulation between the secondary schools and the community colleges in business education and other programs.

In looking at Regional Occupational Programs, CETA, and other special programs, there are many factors which are undergoing substantial change at the present time. Coordination with these developmental efforts is occurring at the District and College levels.

In addition to these activities there is close articulation with programs of other community colleges of the San Francisco Bay Region, as well as with state colleges and universities. If there is non-productive duplication of program effort among the community colleges and other segments of education, it is not likely to be found to any substantial degree in occupational programs. Where similar programs are offered they are operating at capacity.

TERMS

OCCUPATIONAL PROGRAM ENROLLMENTS (OUTPUT MEASURE)

1. SE-FTE Index	Student Enrollments plus Full-Time-Equivalents divided by two; the average of SE and FTE.
2. Student Enrollments, Unduplicated Count	The number of individuals enrolled per program; a count which includes all students full or part-time, day and evening.
3. Full-Time Equivalents (FTE) Carnegie Unit Definitions	Based on the assumption that a full-time student is enrolled in 15 units of credit per semester; the term Full-Time-Equivalent or FTE is useful an an index, or common unit of measure, to indicate the number of "full-time-equivalent occupational students" that result from dividing weekly-student-contact-hours (WSCH) per semester by 15.
4. Weekly-Student-Contact-Hours (WSCH)	Total number of hours participation by all individuals in lecture and laboratory classes; determined by multiplying the number of class meetings per week times the number of students enrolled for each course, with the results compiled according to the unit being analyzed.
5. Class Enrollments	Total number of individual student enrollments summarized by class; one student may be enrolled in several classes.
6. WSCH divided by Class Enrollments	An index useful in determining those programs which have a high rate of contact hours per student enrolled; specifically points out programs with extensive segments of laboratory training. (Examples: radiology and cosmetology)

TABLE III

OCCUPATIONAL PROGRAM ENROLLMENTS (OUTPUT MEASURE)

1974-75

	(1) SE-FTE Index	(2) Student Enrollments	(3) FTE	(4) WSCH	(5) Class Enrollments	(6) WSCH/CE Index
1. PROFESSIONAL-TECHNICAL						
Electronics	476	585	366	5,490	1,036	5.3
Telecommunications	184	177	190	2,850	528	5.4
Nursing (AA)	191	196	186	2,790	410	6.8
Drafting	172	194	150	2,250	321	7.0
Consumer and Homemaking Ed.	413	555	270	4,050	1,620	2.5
Architecture	139	165	114	1,710	295	5.8
Respiratory Therapy	117	121	113	1,695	320	5.3
Early Childhood Education	190	295	85	1,275	283	4.5
Aeronautics (Pilot)	64	60	68	1,020	291	3.5
Engineer	143	208	78	1,170	325	3.6
Education	138	212	64	960	533	1.8
Radiology	47	42	53	795	37	21.8
Technician	88	124	51	765	306	2.5
Journalism	81	116	46	690	182	3.8
Environmental Science	66	108	24	360	189	1.9
Total	2,509	3,158	1,858	27,870	6,676	4.2

TABLE III

OCCUPATIONAL PROGRAM ENROLLMENTS (OUTPUT MEASURE)

1974-75

	(1) SE-FTE Index	(2) Student Enrollments	(3) FTE	(4) WSCH	(5) Class Enrollments	(6) WSCH/CE Index
2. MANAGEMENT-ADMINISTRATION						
Business Administration	341	402	280	4,200	1,050	4.0
Management	486	730	242	3,630	1,252	2.9
Total	827	1,132	522	7,830	2,302	3.4
3. SALES AND MARKETING	1,093	1,610	576	8,640	3,456	2.5
Total	1,093	1,610	576	8,640	3,456	2.5
4. BUSINESS AND CLERICAL/OFFICE OCCUPATIONS	2,066	2,683	1,449	21,735	6,586	3.3
Data Processing	285	383	186	2,790	698	4.0
Technical Graphics	58	45	71	1,065	109	9.8
Total	2,409	3,111	1,706	25,590	7,393	3.5
5. CRAFTSMEN						
Aeronautics (Powerplant & Airframe)	362	412	312	4,680	1,064	4.4
Trade and Industry	465	773	156	2,340	571	4.1
Machine Tool	81	85	77	1,155	158	7.3
Welding	55	56	54	810	119	6.8
Total	963	1,326	599	8,985	1,912	4.7

TABLE III

OCCUPATIONAL PROGRAM ENROLLMENTS (OUTPUT MEASURE)

1974-75

	(1) SE-FTE Index	(2) Student Enrollments	(3) FTE	(4) WSCH	(5) Class Enrollments	(6) WSCH/CE Index
6. OPERATIVES Semi-skilled, Assemblers, Operators	-0-	-0-	-0-	-0-	-0-	-0-
7. SERVICE						
Administration of Justice	502	645	359	5,385	1,923	2.8
Cosmetology	209	116	303	4,545	175	26.0
Horticulture	181	240	121	1,815	550	3.3
Dental Assisting	63	45	82	1,230	92	13.4
Food Technology	87	92	81	1,215	419	2.9
Fire Science	109	148	70	1,050	350	3.0
Recreation Technology	91	124	58	870	322	2.7
Nursing, Vocational	42	46	37	551	108	5.1
Tourism	83	130	36	540	180	3.0
Interior Design	50	72	28	420	168	2.5
Library Technician	31	38	23	345	115	3.0
R&D Assistant	10	16	5	75	25	3.0
Mental Health Assistant	8	14	3	45	14	3.2
Total, All Programs	9,267	12,063	6,467	97,001	26,180	3.7

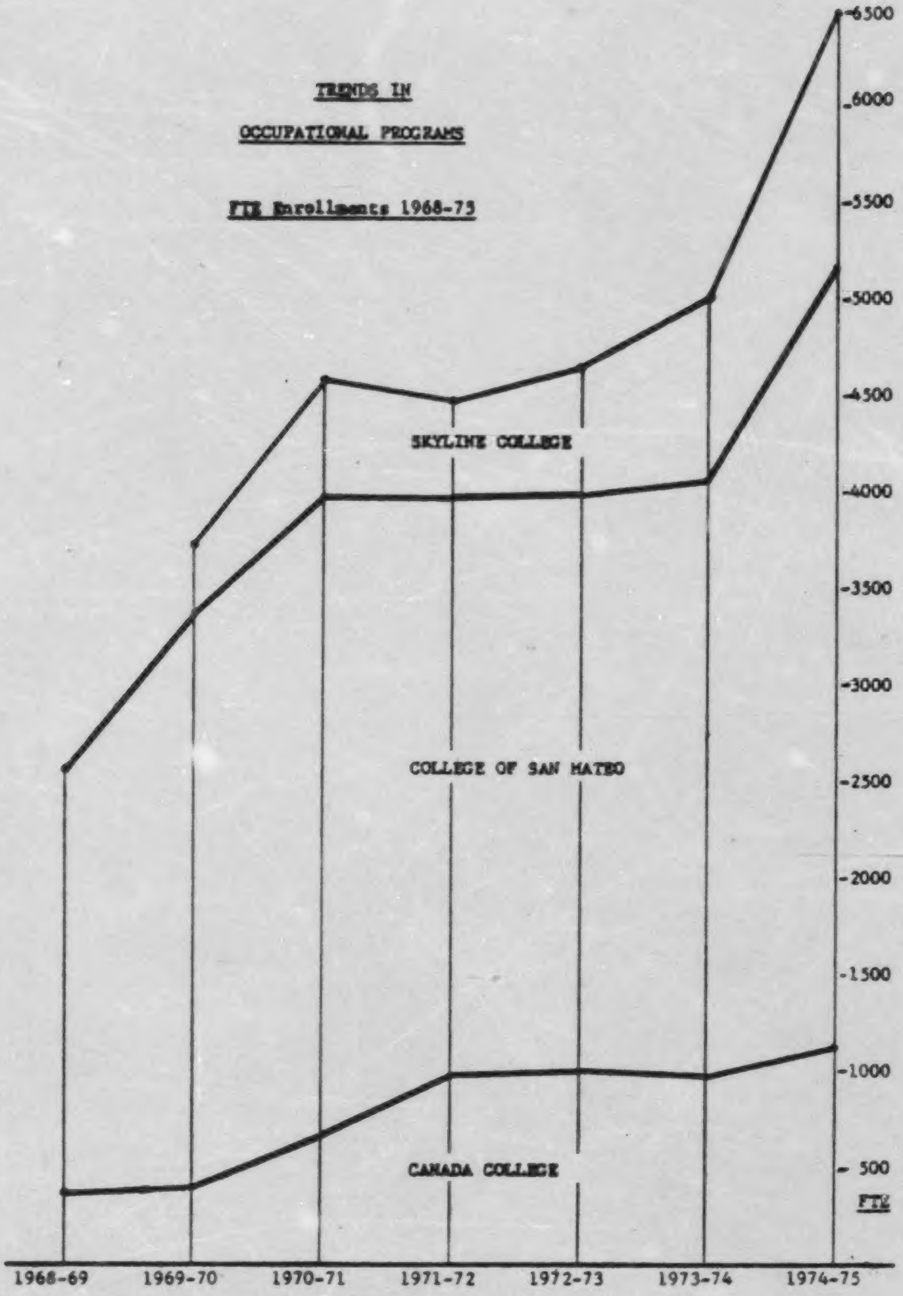
TRENDS IN OCCUPATIONAL PROGRAMS
FTE ENROLLMENTS BY COLLEGE, BY DIVISION
1968-1975

TABLE IV

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
ADMINISTRATION OF JUSTICE							
Cañada	40	34	34	48	57	55	53
CSM	59	187	169	185	209	216	236
Skyline					37	61	70
Totals	99	221	203	332	303	332	359
AERONAUTICS							
CSM	274	398	387	344	342	329	312
Skyline		87	91	44	50	55	79
Totals	274	485	478	388	392	384	391
BUSINESS							
Cañada	110	207	413	409	412	408	425
CSM	507	847	891	861	907	956	991
Skyline		154	360	305	360	435	517
Totals	617	1,208	1,664	1,575	1,679	1,799	1,933
COSMETOLOGY							
CSM	190	171	176	204	206	210	148
Skyline		66	76	83	82	75	132
Totals	190	237	152	287	288	285	280
DATA PROCESSING							
CSM	94	210	196	141	142	146	174
ENVIRONMENTAL TECH.							
Cañada				26	26	24	24
FOOD AND LODGING							
Cañada	25	50	60	70	69	72	68
DENTAL ASSISTING							
CSM	66	59	56	90	88	86	82
NURSING, VOCATIONAL							
CSM	117	118	75	64	67	94	37
NURSING, AA							
CSM	90	106	150	180	184	182	185
HOME ECONOMICS							
Cañada	25	84	95	127	116	118	112
CSM	75	75	110	117	113	121	99
Skyline		26	50	60	74	81	92
	100	185	255	304	303	320	203
HORTICULTURE							
CSM		52	62	60	72	77	101
RESPIRATORY THERAPY							
Skyline		24	24	24	35	60	100

FTE ENROLLMENTS (Continued)

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
SOCIAL SCIENCE ASSISTANT							
Cañada	20	20	21	21	21	21	22
PROBATION COMMUNITY ASSISTANT							
Cañada	18	18	18	16	16	17	18
MENTAL HEALTH ASSISTANT							
Cañada	15	18	18	18	18	18	18
NURSERY SCHOOL EARLY CHILDHOOD ASSISTANT							
Cañada			10	16	16	18	19
CSM			20	20	32	36	38
Skyline				10	12	12	14
Totals			30	46	60	66	71
RADIOLOGIC TECHNICIAN							
Cañada				40	40	51	50
RECREATION ASSISTANT							
Skyline		23	23	91	75	51	48
TECHNICAL ILLUSTRATION							
CSM	50	53	57	49	49	37	40
TECHNICAL CORE CLASSES							
CSM	40	40	39	39	38	45	42
DRAFTING TECHNOLOGY							
CSM	133	126	129	126	122	116	118
ELECTRONICS TECHNOLOGY							
CSM	206	230	250	257	259	264	265
MACHINE TOOLS TECHNOLOGY							
CSM	54	40	58	52	49	45	48
MANUFACTURING TECHNOLOGY							
CSM	26	26	33	33	38	43	44
WELDING TECHNOLOGY							
CSM	41	38	32	50	53	55	56
TELECOMMUNICATIONS							
CSM	80	130	161	166	162	172	172

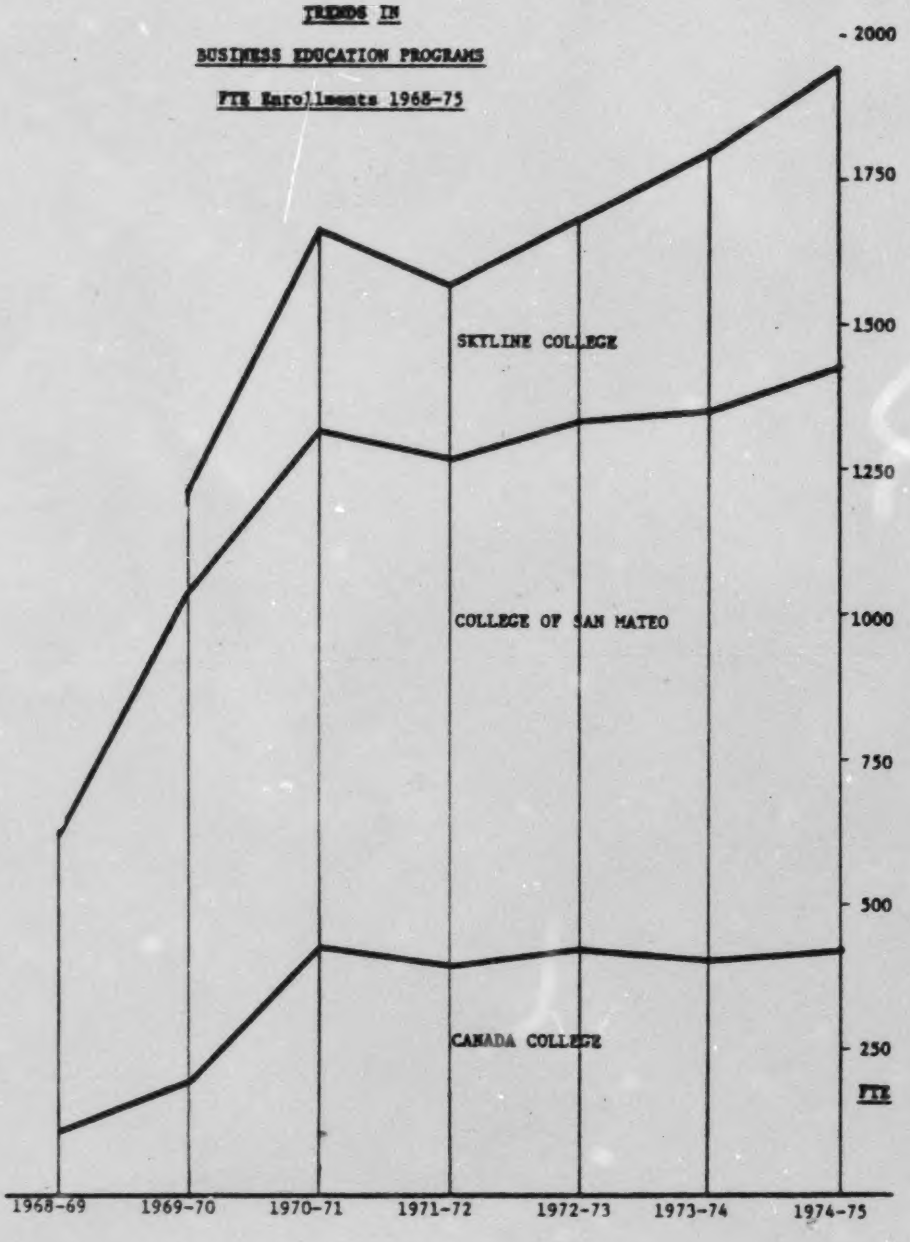


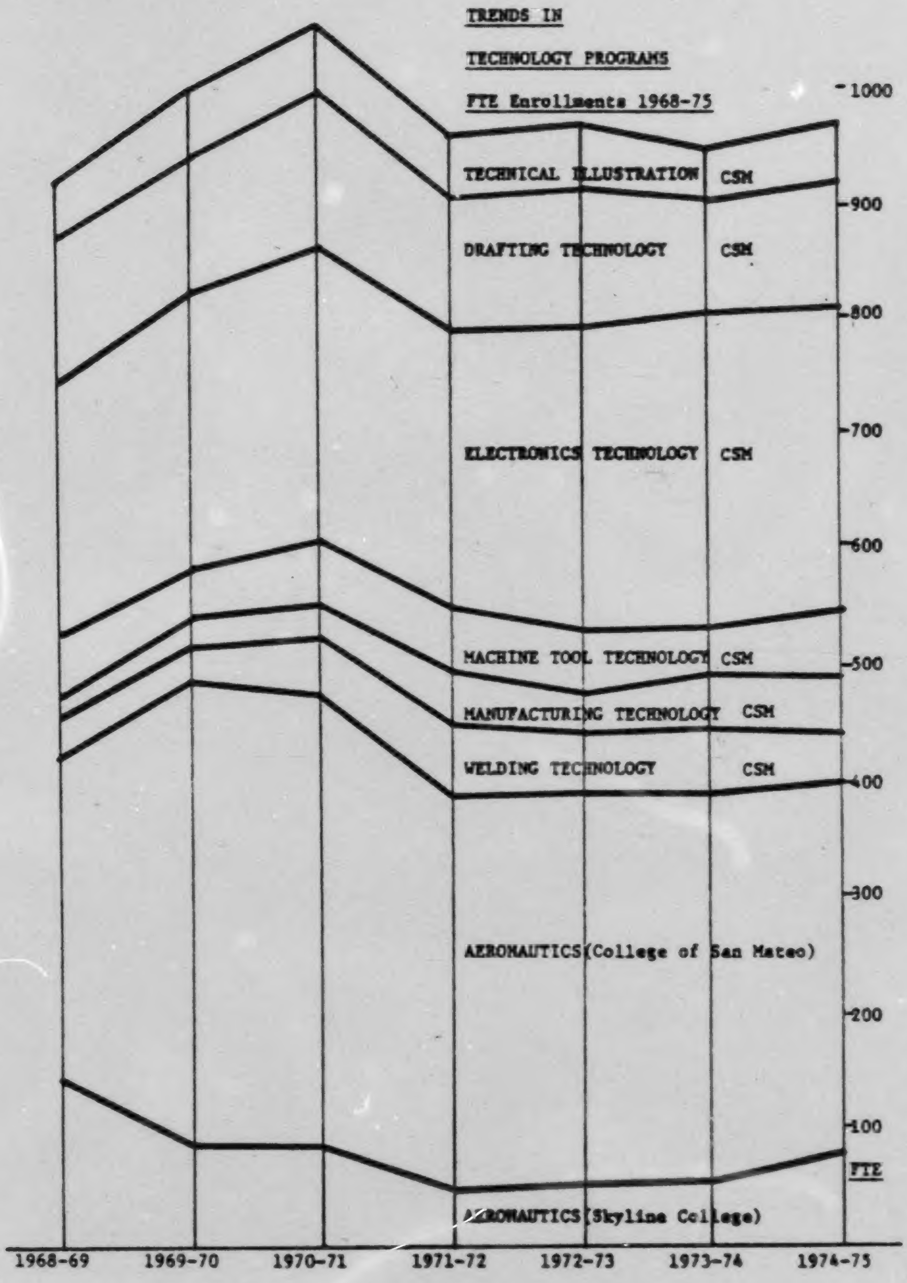
TRENDS IN

OCCUPATIONAL PROGRAMS

FTE Enrollments 1968-73

TRENDS IN
BUSINESS EDUCATION PROGRAMS
FTE Enrollments 1968-75





TRENDS IN

TECHNOLOGY PROGRAMS

FTE Enrollments 1968-75

SUMMARY AND CONCLUSIONS

There is every indication that over the next few years the opportunities for employment in San Mateo County will be in a continuing state of change. Using SMSA projections, enrollments in occupational programs, and the results of interviews with 28 major employers of San Mateo County, there are at least ten preliminary conclusions which can be drawn.

1. A job market data development process has been established whereby Average-Annual-Job Openings are determined for local projection purposes by combining data from SMSA Bureau of Labor Statistics sources assessed in relation to the San Mateo County labor force.
2. An occupational program output-measure process, as determined by the level of student participation has been established in the form of (a) Full-time Equivalent Enrollments (FTE), (b) Student Enrollments (unduplicated count), and (c) SE-FTE Index data.
3. Although labor market needs and occupational output measures are not comparable directly, it is appropriate to develop statistical relationships which are useful in projections for the planning of future occupational programs.
4. A review of high school and college district vocational plans, and discussions with vocational education administrators, shows that close articulation does exist between high school and community college occupational programs with little evidence of non-productive duplication.
5. Close articulation exists, as is evident from regular informational meetings and counselor interactions, between community colleges and state colleges/universities in the San Francisco Bay Region with regard to professional-level career development programs.

6. Employers surveyed in San Mateo County have hired graduates of the Colleges and report satisfaction with the quality of education they bring to their jobs. (See Report, Appendix C)

7. Expansion of cooperative education to provide more on-the-job training would receive enthusiastic support from many employers. (Appendix C)

8. There is a need for improved and coordinated interaction with business and industry to assure full awareness of College program offerings.

9. Equally important as the type of program offerings to many prospective students is the time and location of classes or learning activities. When a person is unemployed, for example, it is difficult to wait until the following semester or until the opening of an annual sequence of courses to begin training. Since occupational training is a substantial and growing need for many people, it is proposed that research and development activities be undertaken to increase opportunities for open-entrance, open-exit, individualized occupational program offerings.

10. Several specific occupational program needs are clear without additional extensive documentation. Office occupations are certainly an area needing additional workers for the period of projection to 1980. Top-quality accounting, secretarial, and computer-competent workers will be in demand. The need for engineering and science technicians is growing. Supervisory and management personnel in retail and wholesale sales, banking, insurance, real estate, and industrial operations will be in greater demand. Business and industrial machine repair technicians, major appliance service technicians, household maintenance and building custodial maintenance technicians are clearly indicated to be occupations in which training is not now available in an amount that is consistent with anticipated needs. (Appendix A)

HIGH PRIORITY, EXPANDING OPPORTUNITY CAREER AREAS

I. San Mateo

II. Peninsula Tri-County Area
San Francisco
San Mateo
Santa Clara

III. San Francisco Bay Region

Total Average Annual New Openings

Per Year from 1975 to 1985

		I SM	II Tri-County	III SFBR
1.	ENGINEER, TECHNICAL	306	1,298	2,468
2.	ENGINEERING & SCIENCE TECHNICIAN	180	762	1,449
3.	HEALTH	54	229	435
4.	ACCOUNTANTS	163	691	1,313
5.	MANAGEMENT & SUPERVISION (Expanded Offerings) Business Office, Supermarket, Financial, Government Agency, Retail Sales, Wholesale Sales, Transportation, Hotel, Restaurant, Department Management, Owner-Management	851	3,609	6,859
6.	EMERGENCY MEDICAL TECHNICIAN	35	147	280
7.	RESEARCH & DEVELOPMENT ASSISTANT Business, Industry, Government	30	126	240
8.	STENOGRAPHER/SECRETARY: MULTIPLE SPECIALTIES	798	3,386	6,437
9.	ACCOUNT CLK/COMPUTER-BOOKKEEPING ASSISTANT	195	3,107	5,907
10.	RECEPTIONIST/CASHIER/TYPIST	732	1,316	2,502
11.	MANUFACTURER'S & WHOLESALE SALESWORKER	133	566	1,076
12.	RETAIL SALES & SUPERVISION	796	3,375	6,417
13.	HEAVY EQUIPMENT MECHANICS	35	151	287
14.	OFFICE MACHINE TECHNICIAN	21	87	166
15.	FOREMAN/CONTRACTOR/CONSTRUCTION SUPERVISOR Construction Project Bidding; Contractor License Preparation	136	577	1,097
16.	METALWORK MACHINE OPERATORS	94	400	760
17.	CHECKERS, RETAIL SALES	97	410	780
18.	BUILDING MAINTENANCE CUSTODIAN/TECHNICIAN	201	854	1,624
19.	ASSEMBLERS, INDUSTRIAL	231	979	1,861
20.	FOOD SERVICE WORKERS	186	789	1,500

COMMENTS ON INFORMATION IN REPORT AND IMPLICATIONS FOR PLANNING

- A number of factors in relation to the occupational data base need further development as time permits. Attention should be given, for example, to the residual-talent factors in the labor force. A technique could be devised to determine the number of teachers and nurses who have withdrawn from employment for family or other reasons, who might re-enter the labor market in the event of financial necessity. This factor would apply also to secretaries, telephone operators, and other jobs held predominantly by women workers. Preliminary analysis would indicate that the residual factor in the labor market is not as significant a problem in actual practice as it might appear to be in theory.

- Apprenticeship programs also should be studied more intensively. There is a need to assess the role of community colleges in relation to trade union training programs. Additional attention should be directed to the types of training offered, staffing arrangements, controls on admission, and the amount of ADA generated by these programs.

- A study of District program balance--occupational programs as compared to other programs--might be undertaken to justify offerings. Lively debate would no doubt result, but the raising of such questions is an essential part of long-range planning. For example, if a high-cost elective (HCE) with single-utility space requirements is offered in the regular program at Cañada, CSM and Skyline, as well as by neighboring community colleges and nearby state universities, then at what point is there a significant duplication of effort? The answer will have a direct impact on the scope and quality of programs offered in occupational education.

- Further study is needed on the use of innovative instructional methods to meet the special occupational education needs of those who, for various reasons, cannot or do not participate in regular programs. Such techniques as individualized modular learning with open laboratories, televised instruction, and computer-assisted learning should be assessed.

- Additional research would no doubt be appropriate on the usefulness of cooperative education as a means of involving more students directly in career development activities through paid work experience in the community.

- Career guidance and counseling, an important function relating to occupational and non-occupational programs, might benefit from additional research on the delivery of career guidance information and in other aspects of career counseling.

In achieving these goals, the colleges shall:

...provide for the changing needs of diverse groups

...be responsive to all segments of the community

...provide flexibility in methods of instruction, locations, and scheduling

...make it possible for individuals of any age, sex, race, or previous educational background to enter, participate and leave without fear and anxiety

...offer programs in a variety of locations and learning centers

...assure accessibility of college programs

...provide programs responsive to the needs of people

...plan and evaluate programs in relationship to needs

...provide opportunity to develop basic educational skills

RELATIONSHIP OF OCCUPATIONAL DATA BASE AND NEEDS ASSESSMENT TO DISTRICT MISSION AND GOALS

Information in the technical report on Occupational Data Base and Needs Assessment has been prepared for the purpose of providing an information base for occupational education program offerings. Within the newly developed proposed Mission and Goal Statement of the San Mateo Community College District, the following goals and related statements are the end results toward which this report is directed.

- The Colleges of the San Mateo Community College District shall offer occupational education programs, in cooperation with business, industry, labor and public service agencies, which are directed toward the training, re-training, and skills improvement of persons for employment.

    The three colleges of the District offer more than 85 occupational programs for day and evening students. These programs lead to the Associate in Arts Degree with many options for transferring to upper division institutions. Also many short-term options for occupational study are available which provide opportunities for upgrading and re-training which lead to technical certification.

    Advisory committees of citizens drawn from communities served by the three Colleges provide technical counsel and advice for faculty and students in the programs to assure high quality standards. Sixty three (63) advisory committees are now providing consultation services for occupational programs of the District.

- ...provide a broad range of continuing education programs, recognizing the importance of education as a life-long process.

    To prepare students to adapt to changing work patterns brought about by automation and modern business procedures, a wide variety of evening college occupational programs are offered. In addition to class offerings, services of career counseling are available. For the future it is anticipated that more opportunities for entrance and exit to and from programs will be provided at a variety of times during the year.

SUPPORTING DATA

Development of Localized Data from Original Sources

Compiling information in the form most useful for purposes of analysis requires a considerable amount of choosing between more-important and less-important data. In the case of Standard Metropolitan Statistical Area (SMSA) occupational data combining two areas, the number of calculations is substantial. The results are significant, however, with regard to their relevance to the labor market for residents of San Mateo County.

As indicated previously, for purposes of this occupational employment base study the two SMSA's--San Francisco-Oakland and San Jose--have been combined to produce new data which will be identified as that of the San Francisco Bay Region (SFBR).

Information is presented in tabular form showing employment data for analytical purposes.

Levels of Employment by Division

To provide summary data on the levels of employment within industrial divisions, Table IV combines 1972 and 1975 projection data for the San Francisco Bay Region, with additional projection ahead to 1980. Superimposed upon the numerical data is an area graph representing the total labor force at the present time. Growth trends are illustrated for each industrial division.

Identified horizontally across the top are nine standard industry divisions: 1) public administration (government), 2) service industries, 3) finance, insurance, and real estate, 4) trade, 5) transportation, communications, and utilities, 6) manufacturing, 7) construction, 8) mining, and 9) agricultural, forestry, fisheries.

Displayed vertically at the left are nine occupational groups: a) professional and technical workers, b) managers and officials, c) salesworkers, d) clerical workers, e) craftsmen, f) operatives, g) service workers, h) laborers, and i) farmworkers.

Data in each horizontal category is provided for 1972 and for 1975 as projected. Particularly significant are the totals by category of all occupations. These have been underlined at the top for 1972 and 1975. As a means of graphically illustrating the comparative numbers of employees in each of these divisions, a bar graph has been superimposed on each column indicating its comparative size. By this technique the number of employees by divisions and corresponding growth areas are visually presented. The total labor force of the San Francisco Bay Region is represented by the enclosed area in Table IV.

Visually, Service Industries are readily seen as employing the largest number of workers, about 600,000 in the San Francisco Bay Region. Service industries are those which include education, law enforcement, public safety, health care, and helping service agencies among others. Next in size, approximately 400,000 workers, are employed in Trade. Trade in this categorical definition refers to wholesale and retail marketing, and sales. Manufacturing, the third largest industrial segment, in this region employs about 350,000 workers.

The number of people employed in all categories using the most recent data as of September 1974 in the San Francisco-Oakland SMSA is 1,397,600; in the San Jose SMSA the number is 576,400. Combined, this results in a total of 1,974,000 employed workers in the San Francisco Bay Region. This represents at this time a gain of 3% over projections (1,911,156, Table I) of BLS in 1972. The number of workers in the SFBR is growing at a faster rate than anticipated.

INDUSTRY-OCCUPATION EMPLOYMENT MATRIX SUMMARY: LEVELS OF EMPLOYMENT, CURRENT AND ANTICIPATED

TABLE IV SAN FRANCISCO BAY REGION (SMSA*)

San Francisco-Oakland & San Jose Standard Metropolitan Statistical Area (SMSA)

INDUSTRY DIVISIONS

1972-75 MAJOR OCCUPATIONAL GROUP	Year 100%	Total, All Industries	Agriculture, Forestry, Fisheries	Mining	Construction	Manufacturing	Transportation, Communications Utilities	Trade	Finance, Insurance, Real Estate	Service Industries	Public Administration
Total, All Occupations	72	1,785,475	25,590	1,971	95,277	327,279	155,408	380,857	130,993	558,752	109,348
	75	1,911,158	24,433	1,864	94,706	362,420	166,619	403,273	138,668	605,409	113,766
Professional & Technical Workers	72	361,074	1,993	346	9,136	61,892	17,561	13,863	7,830	229,656	18,797
	75	398,934	2,095	324	9,131	74,533	19,035	14,802	8,294	251,200	19,519
Managers, Officials, Non-farm Proprietors	72	177,967	448	205	10,613	26,221	11,940	56,652	25,497	36,618	9,773
	75	189,409	474	193	10,402	29,166	12,719	59,676	27,167	39,506	10,106
Sales Workers	72	145,874	329	10	695	11,807	2,070	95,869	29,613	5,351	129
	75	154,099	303	9	695	12,432	2,266	101,672	30,898	5,687	137
Clerical Workers	72	384,785	1,297	279	8,942	49,401	44,677	69,591	61,022	108,173	41,402
	75	413,223	1,283	274	8,938	55,217	48,259	73,512	64,952	118,627	42,162
Craftsmen	72	211,922	644	416	49,637	65,712	31,969	27,440	1,929	25,554	8,613
	75	220,361	634	392	49,499	68,187	34,630	28,715	2,033	27,607	8,663
Operatives	72	198,082	526	606	6,689	99,277	28,551	39,588	398	19,551	2,897
	75	210,975	479	568	6,690	109,452	30,070	30,396	421	19,989	2,910
Service Workers	72	228,843	247	16	515	5,693	8,149	61,228	3,732	125,567	23,757
	75	246,806	231	16	505	6,034	8,923	67,109	3,899	133,986	26,100
Laborers	72	63,265	6,446	92	9,050	7,336	10,491	16,626	961	8,283	3,981
	75	65,449	7,031	86	8,848	8,485	10,717	17,392	1,002	8,806	4,169
Farmers and Farmworkers	72	13,660	13,660	-0-				0-	-0-	-0-	-0-
	75	11,900	11,900	-0-				0-	-0-	-0-	-0-

Enclosed Area Represents Total Labor Force by Division, Including Growth Segments, SFBR

Percentage Distribution Among Divisions

A second method of assessing employment in the San Francisco Bay Region is by Percentage Distribution of Occupational Groups Among Divisions, as presented in Table V. Rather than numerically, the data is given by percentage.

Horizontally, the top two rows indicate the percentage by division of the total of all occupations. The entire labor force is distributed by percentage into nine divisions, the same as in Table IV. The upper line provides data for the year 1972; the second line shows the percentages as projected for 1975. Each of the numbers in the upper two lines is underlined for clarity to indicate that they represent division totals. The area graph is proportional to these totals.

Each division at the top of the page represents "100%". By adding each of the numbers below in the column for 1972, the total will be 100%; likewise for 1975 the totals will equal 100%.

Horizontally, information on nine Occupational Groups is provided in total numbers as well as by percentage. Horizontally the numbers also total 100% by row.

Superimposed upon the data, again as in the previous table, is an area graph representing the total labor force. In this case, the areas also show growth segments as a percentage. The disadvantage of displaying data as in Table V, although completely accurate, is that it shows percentages based upon the total in two separate years. The previous table more graphically shows changes from a single base, the 1972 labor force.

INDUSTRY OCCUPATION EMPLOYMENT MATRIX SUMMARY: PERCENTAGE DISTRIBUTION OF OCCUPATIONAL GROUPS AMONG DIVISIONS

TABLE V. SAN FRANCISCO BAY REGION (SMSA*)

San Francisco-Oakland and San Jose Standard Metropolitan Statistical Areas (SMSA)	Year	Total All Industries	Agriculture, Forestry, Fisheries	Mining	Construc - tion	Manufac- turing	Transporta- tion, Commun- ications, Utilities	Trade	Finance, Insurance, Real Estate	Service Industries	Public Administra- tion
			INDUSTRY DIVISIONS								
1972-75											
Total, All Occupations 100%	72	1,785,475	1.4	.1	5.3	18.3	8.7	21.3	7.3	31.3	6.1
	75	1,911,156	1.3	.1	5.0	19.0	8.7	21.1	7.3	31.7	6.0
MAJOR OCCUPATIONAL GROUP											
Professional and Technical Workers	72	361,074	.6	.1	2.5	17.1	4.9	3.8	2.2	63.6	5.2
	75	398,934	.5	.1	2.3	18.7	4.8	3.7	2.0	63.0	4.9
Managers, Offi- cials, Non-farm Proprietors	72	177,967	.3	.1	6.0	14.8	6.7	31.8	14.3	20.6	5.5
	75	189,409	.3	.1	5.5	15.4	6.8	31.5	14.3	20.9	5.3
Sales Workers	72	145,874	.2	.0	.5	8.1	1.4	65.7	18.9	3.7	.1
	75	154,099	.2	.0	.5	8.1	1.5	66.0	20.0	3.7	.1
Clerical Workers	72	384,785 ← 100%	.3	.1	2.3	12.8	11.6	18.1	15.9	28.1	10.8
	75	413,223	.3	.1	2.2	13.4	11.7	17.8	15.7	28.7	10.2
Craftsmen	72	211,922	.3	.2	23.4	31.9	15.6	12.9	.9	12.1	4.1
	75	220,361	.3	.2	22.5	30.9	15.7	13.0	.9	12.5	3.9
Operatives	72	198,082	.3	.3	3.4	30.1	14.4	20.0	.2	9.9	1.5
	75	210,975	.2	.3	3.2	51.9	12.9	19.1	.2	9.5	1.4
Service Workers	72	228,843	.0	.0	.2	2.5	3.6	26.8	1.6	54.9	10.4
	75	246,806	.1	.0	.2	2.4	3.6	27.2	1.6	54.3	10.6
Laborers	72	63,265	10.2	.1	14.3	11.6	16.6	26.3	1.5	13.1	6.3
	75	65,449	10.7	.1	13.5	13.0	16.4	26.6	1.5	13.5	6.4
Farmers and Farmworkers	72	13,660	100.0	-0-	-0-				-0-	-0-	-0-
	75	11,900	100.0	-0-	-0-				-0-	-0-	-0-

Enclosed Area represents Total Labor Force, Percentage Distribution by Divisions, SFBR.

Percentage Distribution Within Divisions

Closely related to the two previous data presentations, Table VI is a Percentage Distribution of Occupational Groups Within Divisions for the San Francisco Bay Region. The same labor force distribution is displayed differently, with the left hand vertical column representing "100%" -- the total of all occupations as divided into groups, ie: professional, managers, sales, and clerical, as indicated by percentage in column 1. Each percentage is underlined to indicate that column 1 represents the total for all industries.

Superimposed upon the data in Table VI is the most significant of the three area graphs. Not only are groups represented in bar graph form, but also added to the individual bars are areas which represent new jobs from growth and replacement.

New job openings in the labor market come from two sources--expansion or growth of industry, and replacements of those who are retiring or who leave the labor market for other reasons. Significantly, the shaded areas of the bar graph represent the number of new openings available for people who are seeking employment. These, of course, include students and graduates of colleges in the San Mateo Community College District.

Details of particular significance to note in the area graph are the size of the labor market encompassed by professional and technical workers (20.9%), by clerical workers (21.6%), and by the relative size of new openings in the labor market as represented by the shaded areas. All of these areas are important to students who plan to enter the job market for the first time, as well as those who wish to achieve better positions. A detailed analysis of Job Opportunities from Industrial Change and Replacement Needs is presented on page 35 and in Table X, Appendix A.

INDUSTRY OCCUPATION EMPLOYMENT MATRIX SUMMARY: PERCENTAGE DISTRIBUTION OF OCCUPATIONAL GROUPS WITHIN DIVISIONS

TABLE VI SAN FRANCISCO BAY REGION (SMSA*)

San Francisco-Oakland &
San Jose Standard Metropolitan Statistical Area
(SMSA) 1972-1975

MAJOR OCCUPATIONAL GROUP	Year	Total, All Industries	Agriculture, Forestry, Fisheries	Mining	Construction	Manufacturing	Transportation, Communications, Util.	Trade	Finance, Insurance Real Estate	Service Industries	Public Administration
			INDUSTRY DIVISIONS								
Total, All Occupations 100%	72	1,785,475	25,590	1,971	95,277	327,279	155,408	380,857	130,993 322,623	558,752	109,348
	75	1,911,156	24,433	1,864	94,706	362,420	166,616	403,273	138,668	605,409	113,766
Professional & Technical Workers	72	20.2	7.8	17.6	9.6	18.9	11.3	3.6	6.0 71,585	41.1	17.2
	75	20.9	8.6	17.4	9.6	20.6	11.6	3.7	6.0	41.5	17.2
Managers, Officials, Non-farm Proprietors	72	10.0	1.8	10.4	11.1	8.0 27,436	7.7	14.9	19.5	6.6	8.9
	75	9.9	1.9	10.4	11.0	8.0	7.7	14.8	19.6	6.5	8.9
Sales Workers	72	8.2	1.3	[illegible] 25,669	.7	3.6	1.3	25.2	22.6	1.0	.1
	75	8.1	1.2	[illegible]	.7	3.4	1.4	25.2	22.3	1.0	.1
Clerical Workers	72	21.6	5.1	14.2	9.4	15.1	28.7	18.3	46.6 92,237	19.4	37.9
	75	21.6	5.3	14.7	9.4	15.2	29.0	18.2	46.[illegible]	19.6	37.1
Craftsmen	72	11.9	2.5	21.1	52.1	20.1 20,981	20.6	7.2	1.5	4.6	7.9
	75	11.5	2.6	21.0	52.3	18.8	20.8	7.1	1.5	4.6	7.6
Operatives	72	11.1	2.1	30.7	7.0	30.3 28,358	18.4	10.4	.3	3.5	2.6
	75	11.0	2.0	30.5	7.1	30.2	16.3	10.0	.3	3.3	2.6
Service Workers	72	12.8	1.0	.8	.5	1.7 49,760	[illegible]	16.1	2.8	22.5	21.7
	75	12.9	.9	.9	.5	1.7	[illegible]	16.6	2.8	22.1	22.9
Laborers	72	3.5	[illegible]	4.7	9.5	2.2	6.8	4.4	.7	1.5	3.6
	75	3.4	[illegible]	4.6	9.3	2.3	6.4				3.7
Farmers and Farmworkers	72	.8	53.4	-0-	-0-	-0-	-0-				-0-
	75	.6	48.7	-0-	-0-	-0-	-0-				-0-

100% Alternate Numbers

Enclosed Area Represents Total Labor Force. Percentage of Occupational Groups Within Divisions, San Francisco Bay Region.
80,403 Average Annual Openings

Workers of San Mateo County

Narrowing the focus of the study to look at San Mateo County specifically, Table VII shows the Employment Pattern of Workers Living in San Mateo County. Firm data is available through 1970 census information. The total number of workers in the County in September, 1974 was 245,134. Of these workers, assuming the validity of straight-line projection in this case, 55% are employed in San Mateo County, and 45% are commuters. Mainly the travel is to San Francisco; some travel to Santa Clara; and a smaller number to other counties of the San Francisco Bay Region.

Two clusters of workers stand out from the area graph. First, nearly 55,000 workers are employed in Clerical and Office Occupations. These include secretaries, office machine operators, bank tellers, cashiers, bill collectors, estimators, insurance adjusters, library assistants, mail carriers, meter readers, receptionists, shipping clerks, telephone operators, and other kinds of office workers.

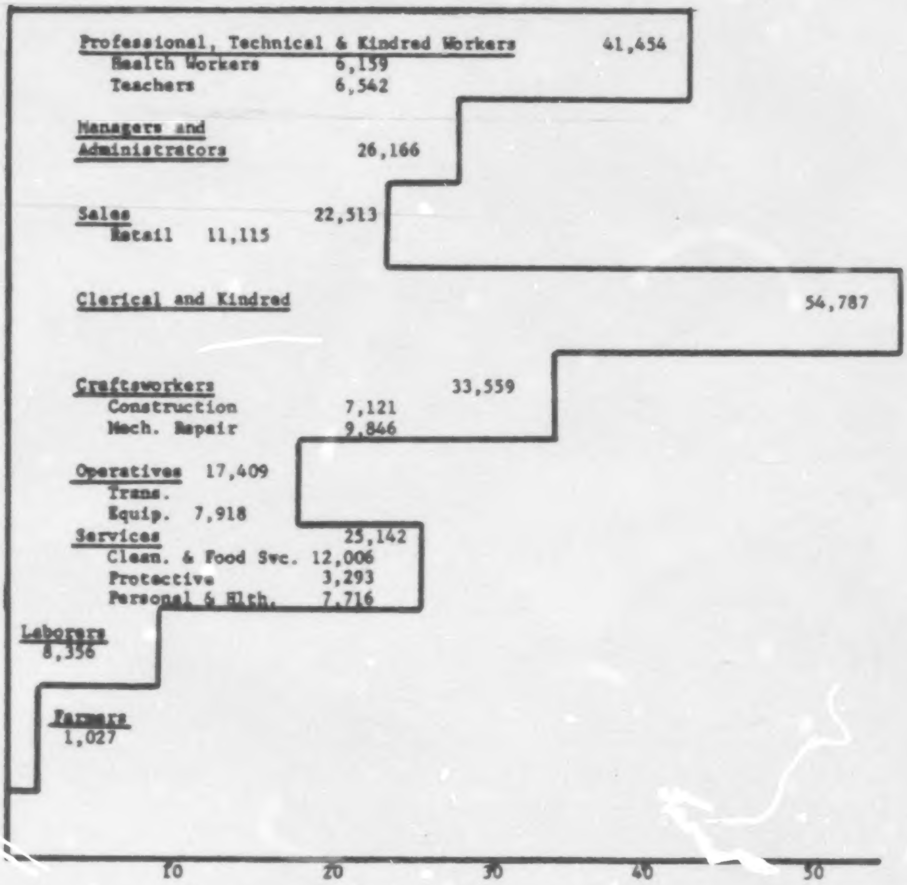
The second major classification is that of Professional and Technical workers of which there are approximately 41,500. These include engineers, life and physical scientists, mathematical specialists, engineering and science technicians, medical workers, health technicians, industrial and business technicians, computer specialists, social scientists, educators, writers, accountants, lawyers, research workers, and others in professional and technical fields of work.

A third category, Craftsworkers, having 33,500 employees, consists of construction workers, heavy equipment operators, manufacturing workers, machinists, mechanics, repairmen, printers, transportation and public utility workers and others. Managers and Administrators are the fourth category in size with 26,200 employees. They work in wholesale and retail trade, finance, insurance, public administration, health administration, educational administration, office and department managers, and many other kinds of administrative positions.

EMPLOYMENT PATTERN OF WORKERS LIVING IN SAN MATEO COUNTY
1970 Census Data

TABLE VII.

TOTAL, ALL OCCUPATIONS: 245,134 September, 1974



ENCLOSED AREA REPRESENTS
CLASSIFICATION OF OCCUPATIONS
OF SAN MATEO COUNTY RESIDENTS

Journey to Work

An important consideration for the study of careers in San Mateo County, is the matter of commuting patterns, data which is presented in Table VIII, Journey to Work. Using census data as a guide, of 235,706 employed residents in San Mateo County, 55% or 128,500 actually worked in San Mateo County. Of the remaining 45%, 63,917 (27% of the total) work in San Francisco County; slightly more than 8% of the total (19,200) work in Santa Clara County, and the remainder commute to work in other areas of the San Francisco Bay Region. Generally, the ratio of 55% in-County to 45% working outside the County is the commute pattern.

U.S. DEP[illegible]ENT OF LABOR
MANPOWER [illegible]MINISTRATION

RUN DATE [illegible]
CENSUS [illegible] FACILITY
BERKELEY, CALIFORNIA

PAGE 446

TABLE VIII

JOURNEY TO WORK, BY RESIDENTS OF THE COUNTY OF SAN MATEO CALIFORNIA

DESTINATIONS	TOTAL COUNT	TOTAL PERC	WHITE COUNT	WHITE PERC	BLACK COUNT	BLACK PERC	OTHER RACES COUNT	OTHER RACES PERC	SPANISH AMERICAN COUNT	SPANISH AMERICAN PERC
EMPLOYED RESIDENTS -- TOTAL	235,705	100.0	216,942	100.0	9,116	100.0	9,648	100.0	24,757	100.0
COUNTY OF SAN FRANCISCO	63,917	27.1	58,885	27.1	1,742	19.1	3,290	34.1	8,804	35.6
SAN FRANCISCO CITY CBD	20,160	8.6	18,751	8.6	375	4.1	1,034	10.7	2,314	9.3
REMAINDER OF SAN FRANCISCO CITY	43,757	18.6	40,134	18.5	1,367	15.0	2,256	23.4	6,490	26.2
COUNTY OF ALAMEDA	3,461	1.5	3,261	1.5	81	.9	119	1.2	418	1.7
OAKLAND CITY CBD	161	.1	154	.1	0	0.	7	.1	0	0.
REMAINDER OF OAKLAND CITY	1,393	.6	1,318	.6	29	.3	46	.5	169	.7
REMAINDER OF ALAMEDA CO.	1,907	.8	1,789	.8	52	.6	66	.7	249	1.0
SAN MATEO CO.	128,491	54.5	119,739	55.2	4,012	44.0	4,722	48.9	12,768	51.6
CONTRA COSTA CO.	479	.2	466	.2	0	0.	13	.1	41	.2
MARIN CO.	335	.1	298	.1	20	.2	17	.2	40	.2
COUNTY OF SANTA CLARA	19,222	8.2	16,549	7.6	1,995	21.9	678	7.0	1,253	5.1
SAN JOSE CITY	1,446	.6	1,300	.6	74	.8	72	.7	90	.4
REMAINDER OF SANTA CLARA CO.	17,776	7.5	15,249	7.0	1,921	21.1	606	6.3	1,163	4.7
SANTA CRUZ CO.	55	.0	55	.0	0	0.	0	0.	5	.0
COUNTY OF SAN JOAQUIN	39	.0	39	.0	0	0.	0	0.	0	0.
STOCKTON CITY	11	.0	11	.0	0	0.	0	0.	0	0.
REMAINDER OF SAN JOAQUIN CO.	28	.0	28	.0	0	0.	0	0.	0	0.
COUNTY OF MONTEREY	43	.0	43	.0	0	0.	0	0.	0	0.
MONTEREY CITY	7	.0	7	.0	0	0.	0	0.	0	0.
SALINAS CITY	9	.0	9	.0	0	0.	0	0.	0	0.
REMAINDER OF MONTEREY CO.	27	.0	27	.0	0	0.	0	0.	0	0.
COUNTY OF STANISLAUS	21	.0	15	.0	0	0.	6	.1	0	0.
MODESTO CITY	7	.0	7	.0	0	0.	0	0.	0	0.
REMAINDER OF STANISLAUS CO.	14	.0	8	.0	0	0.	6	.1	0	0.
VALLEJO-NAPA SMSA	100	.1	100	.1	0	0.	0	0.	16	.1
SACRAMENTO SMSA	121	.1	110	.1	0	0.	11	.1	9	.0
NOT REPORTED	17,749	7.5	15,751	7.3	1,214	13.3	784	8.1	1,240	5.0

APPENDIX A Page 35

Job Opportunities from Industrial Change and Replacement Needs
San Francisco-Oakland-San Jose SMSA, 1972-1975
With Projected Annual Openings to 1980

APPENDIX B Page 46

San Mateo Community College District: Occupational Programs, Fall, 1974

APPENDIX C Page 52

Community Needs Assessment: Occupational Base
Interviews with 28 Major Employers of San Mateo County

SUMMARY, APPENDIX A

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS WITH PROJECTED ANNUAL OPENINGS TO 1980

SAN FRANCISCO-OAKLAND and SAN JOSE SMSA, 1972-1975

TABLE IX

	SAN FRANCISCO BAY REGION 1972-1975			Projected Average Annual Openings to 1980	
Occupational Category	San Francisco-Oakland SMSA	San Jose SMSA	Total	SFBR	San Mateo County
Total, All Occupations	211,298	110,315	321,613	80,403	9,984
Professional-Technical	41,347	30,238	71,585	17,896	2,222
Managers	18,213	9,223	27,436	6,859	852
Sales	17,982	7,687	25,669	6,417	797
Clerical	67,289	24,951	92,240	23,060	2,864
Craftsmen	12,976	7,995	20,971	5,243	651
Operators	13,644	14,714	28,358	7,089	880
Service Workers	36,383	13,377	49,760	12,440	1,545
Laborers	3,984	1,986	5,970	1,492	165
Farmers & Workers	-520	144	-376	-94	-12

Total Labor Force of San Francisco Bay Region as of September, 1974 is 1,974,000 workers.

San Mateo County Labor Force is projected as 245,134, 12.4% of the total Bay Region.

Also refer to Table II, page 5

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X
Also refer to pages 5 and 20.

	Job Opportunities 1972-1975			SFBR	SM
Occupational Category	Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	Projected Average Annual Openings to 1980	County Labor Force AAO to 1980
Total, All Occupations	125,680	195,680	321,613	80,403	9,970
Professional Technical	37,860	33,725	71,585	17,896	2,219
Engineers, Technical	7,602	2,269	9,871	2,468	306
Engineers, Aero-Astro	83	39	122	30	4
Engineers, Chemical	86	78	164	41	5
Engineers, Civil	475	409	884	221	27
Engineers, Electrical	3,870	549	4,419	1,105	137
Engineers, Industrial	787	288	1,075	269	33
Engineers, Mechanical	756	351	1,107	277	34
Engineers, Metal	23	19	42	10	1
Engineers, Petrl Mining	12	13	15	4	0
Engineers, Sales	266	121	387	97	12
Engineers, Other	1,253	402	1,655	413	51
Life & Physical Scientists	743	481	1,224	306	38
Agricultural Scientists	10	19	29	7	1
Atmospheric, Space Sci.	15	14	29	7	1
Biological Scientists	118	107	225	56	7
Chemists	342	240	582	146	18
Geologists	27	27	54	13	2
Marine, Life & Phys. Sci.	9	9	18	4	0
Physcists and Astronomers	228	65	293	73	9
Mathematical Specialists	142	144	286	72	9
Mathematicians, Actuaries	52	36	88	23	3
Statisticians	90	108	198	50	6
Engineers, Science Tech.	4,412	1,385	5,797	1,449	180
Agric., Biolog, Tech.	13	72	85	21	3
Chemical Tech.	123	94	217	54	7
Draftsmen	1,214	445	1,659	415	51
Electrical, Elect. Tech.	2,314	332	2,646	662	82
Industrial Eng. Tech.	43	28	71	18	2
Mathematical Tech.	6	1	7	2	0
Mechanical Engr. Tech.	105	36	141	35	4
Surveyors	71	41	112	28	3
Engineering, Sci. Tech.	524	336	860	215	27
Medical Workers, except Tech.	5,064	6,041	11,105	2,776	344
Chiropractors	58	102	160	40	5
Dentists	571	382	953	238	30
Dietitians	74	104	178	45	6
Optometrists	91	64	155	39	5
Pharmacists	127	274	401	100	12
Physicians, MD Osteopaths	1,328	1,026	2,354	589	73
Podiatrists	50	46	96	24	3
Registered Nurses	2,463	3,681	6,144	1,536	190
Therapists	239	328	567	142	18
Veterinarians	44	25	69	17	2

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X
Also refer to pages 5 and 20.

Occupational Category	Job Opportunities 1972-1975 Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	SFBR Projected Average Annual Openings to 1980	SM County Labor Force AAO to 1980
Health Technol. & Tech	767	972	1,739	435	54
Clinical Lab. Tech.	325	382	707	177	22
Dental Hygienists	102	123	225	56	7
Health Record Tech., Tech	17	29	46	12	1
Radiologic Tech.	161	210	371	93	12
Therapy Assistants	8	9	17	4	0
Other Health Tech.	155	219	374	94	12
Technicians, Exc. Health	557	268	825	206	26
Airplane Pilots	390	77	467	117	15
Air Traffic Controllers	-20	24	4	1	0
Embalmers	- 8	7	- 1	0	0
Radio Operators	76	82	158	40	5
Tool Programmers, Numerical	12	4	16	4	0
Other Tech. Exc. Health	107	74	181	45	6
Computer Speicalists	1,698	653	2,351	588	73
Computer Programmers	1,152	461	1,613	403	50
Computer Systems Analysts	454	169	623	156	19
Other Computer Specialists	92	23	115	29	4
Social Scientists	521	363	884	221	27
Economists	295	192	487	122	15
Psychologists	136	115	251	63	8
Sociologists	8	10	18	4	0
Urban and Regional Planners	72	28	100	25	3
Other Social Scientists	9	17	26	6	1
Teachers	5,208	9,866	15,074	3,769	467
Adult Education Teachers	95	147	242	61	8
Art, Drama, Music Teachers	49	88	137	34	4
Atmospheric, Earth, Marine, Agric.	6	13	19	5	1
Biology Teachers	33	47	80	20	2
Business, Commerce Teachers	25	46	71	18	2
Chemistry Teachers	16	20	36	9	1
Coaches, Phys. Ed. Teachers	26	37	63	16	2
Economic Teachers	12	14	26	7	1
Education Teachers	7	20	27	7	1
Elementary School Teachers	2,170	4,781	6,951	1,738	216
Engineering Teachers	24	30	54	14	2
English Teachers	58	92	150	37	5
Foreign Language Teachers	35	80	115	29	4
Health Specialties Teachers	48	93	141	35	4
History Teachers	25	32	57	14	2
Home Economics Teachers	4	9	13	3	0
Law Teachers	7	17	24	6	1
Mathematics Teachers	39	49	88	22	3
Physics Teachers	29	27	56	14	2
Preschool Kindergarten	301	720	1,021	255	32
Psychology Teachers	19	31	50	12	1

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X
Also refer to pages 5 and 20.

	Job Opportunities 1972-1975			SFBR	SM
Occupational Category	Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	Projected Average Annual Openings to 1980	County Labor Force AAO to 1980
Teachers (Continued)					
Secondary Schl. Teachers	1,693	2,252	3,945	986	122
Sociology Teachers	10	11	21	5	0
Soc. Science Teachers	24	33	57	14	2
Misc. Coll. & Univ.	235	391	626	156	19
Theology Teachers	7	15	22	5	1
Trade, Indus. Teachers	9	5	14	3	0
Teachers (exc. Coll. & Univ.)	200	766	966	241	30
Writers, Artists, Entertainers	2,342	2,576	4,918	1,230	153
Actors	19	38	57	14	2
Athletes and Kind. Wkrs.	117	161	278	70	9
Authors	102	133	235	59	7
Dancers	33	103	136	34	4
Designers	581	353	934	234	29
Editors and Reporters	233	384	617	154	19
Musicians and Composers	218	277	495	124	15
Painters and Sculptors	292	396	688	172	21
Photographers	91	150	241	60	7
Public Rel. people, writers	246	298	544	136	17
Radio, TV Announcers	58	15	73	18	2
Writers, Artists, Entertainers	381	268	649	162	20
Other Professional Technical	8,801	8,707	17,508	4,377	543
Accountants	2,735	2,518	5,253	1,313	163
Architects	437	172	609	152	19
Archivists and Curators	16	26	42	11	1
Clergymen	541	667	1,208	302	37
Religious, Exc. Clergy	176	332	508	127	16
Farm Mgmnt. Advisors	4	3	7	2	0
Foresters, Conservationists	37	15	52	13	2
Home Mgmnt. Advisors	3	14	17	4	0
Judges	16	49	65	16	2
Lawyers	1,239	718	1,957	489	61
Librarians	255	351	606	152	19
Operations, Systems Research	326	144	470	118	15
Personnel Labor Relations	942	1,010	1,952	488	61
Research Workers	469	457	926	232	29
Recreation Workers	305	366	671	168	21
Social Workers	1,096	1,349	2,445	611	76
Voc. Education Counselors	206	316	522	131	16
*Managers, Officials, Proprietors	11,442	15,994	27,436	6,859*	851
Buyers, Sales, Loan Mgrs.	2,944	3,056	6,000	1,500	186
Bank, Financial Mgrs.	1,154	932	2,086	522	65
Creditmen	95	173	268	67	8
Buyers, Shpprs, Farm Produce	10	11	21	5	1
Buyers, Wholesale, Retail	331	696	1,027	257	32
Purch. Agents, Buyers	480	384	864	216	27
Sales Mgrs., Retail Trade	340	386	726	182	23
Sales Mgr., exc. Ret. Trade	536	474	1,010	253	31

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975 WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X
Also refer to pages 5 and 20.

Occupational Category	Job Opportunities 1972-1975 Net Demand from Industry Change	Job Opportunities 1972-1975 Replacement Needs from Deaths and Retirements	Job Opportunities 1972-1975 Total Jobs from these Sources	SFBR Projected Average Annual Openings to 1980	SM County Labor Force AAO to 1980
Administrators, Pub. Inspectrs.	1,115	1,539	2,654	663	82
Assess.,Control, Loc. Pub.Adm.	45	42	87	22	3
Construction Inspector	81	68	149	37	5
Hlth Administrators	439	365	804	201	25
Inspectors, exc. Constr. Pub.	15	124	139	35	4
Officials, Admin. Pub.	198	465	663	166	21
Postmasters & Mail Supvrs.	0	27	27	7	1
School Admin. College	50	98	148	37	5
Schl. Admin., Elem. Secondary	306	350	656	164	20
Other Managers, Officials, Props.	7,380	11,399	18,779	4,695	582
Funeral Directors	-28	28	0	0	0
Managers, Supts., Bldg.	229	1,314	1,543	386	48
Office Mgrs.	437	747	1,184	296	37
Officials of Lodges, Unions	325	379	704	176	22
Railroad Conductors	-22	42	20	5	1
Restaurant, Cafe, Bar Mgrs.	821	792	1,613	403	50
Other Mgrs. Administrators	5,736	8,022	13,758	3,440	427
*Sales Workers	8,225	17,444	25,669	6,417*	796
Advertising Agents, Salesmen	51	136	187	47	6
Auctioneers	3	5	8	2	0
Demonstrators	29	74	103	26	3
Hucksters & Peddlers	91	155	246	61	8
Ins. Agents, Brokers, etc.	464	994	1,458	364	45
Newsboys	43	63	106	26	3
Real Est. Agents, Brokers	538	2,105	2,643	661	82
Stock & Bond Salesmen	272	286	558	140	17
Sales Rep., Mfg.	567	696	1,263	316	39
Sales Reps., Wholesale Trade	1,212	1,827	3,039	760	94
Sales Clks., Ret. Trade	3,773	9,211	12,984	3,246	403
Salesmen, Retail Trade	636	1,036	1,672	418	52
Salesmen, Serv, & Construc.	504	846	1,350	338	42
*Clerical Workers	28,441	63,799	92,240	23,060*	2,859
Stenographers, Typists, Sec.	10,682	25,073	35,755	8,939	1,108
Secretaries, Legal	562	733	1,295	324	40
Secretaries, Med.	328	512	840	210	25
Secretaries, Other	6,889	15,681	22,570	5,643	700
Stenographers	266	773	1,039	260	32
Typists	2,634	7,374	10,008	2,502	310
Office Machine Operators	1,776	3,179	4,955	1,239	154
Bookkeeping, Billing Oper.	163	441	604	151	19
Calc. Mach. Operators	78	247	325	81	10
Computer, Peripheral Equip.	501	385	886	221	27
Dup. Mach. Oper.	78	133	211	53	7
Keypunch Operators	832	1,771	2,603	651	81
Tab. Mach. Oper.	26	30	56	14	17
Other Office Mach. Oper.	97	172	269	67	83

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X

Also refer to pages 5 and 20.

Occupational Category	Job Opportunities 1972-1975 Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	SFBR Projected Average Annual Openings to 1980	SM County Labor Force AAO to 1980
Other Clerical Workers	15,981	35,547	51,528	12,882	1,597
Bank Tellers	869	1,796	2,665	666	83
Billing Clerks	212	634	846	211	26
Bookkeepers	3,083	7,516	10,599	2,650	329
Cashiers	1,272	3,291	4,563	1,141	141
Clerical Supvrs.	213	431	644	161	20
Collectors, Bill & Acct.	147	230	377	94	12
Counter Clks, Exc. Food	300	1,062	1,362	340	42
Dispatcher, Starter, Veh.	106	123	229	57	71
Enumerators, Interviewers	64	185	249	62	8
Estimators, Investigators	477	1,282	1,759	440	55
Expeditors, Prod. Control.	718	479	1,197	299	37
File Clerks	822	2,426	3,248	812	101
Ins. Adjust., Exam	132	369	501	125	16
Library Attend., Assts.	297	791	1,088	272	34
Mail Carriers, Post Office	-0-	365	365	91	11
Mail Handler, Exc. Post Office	275	550	825	206	26
Messengers & Office Boys	102	139	241	60	7
Meter Readers, Util.	33	17	50	12	1
Payroll, Timekpng. Clks.	165	575	740	185	23
Postal Clks.	-0-	993	993	248	31
Proofreaders	13	60	73	18	2
Real Est. Appraisers	78	77	155	39	5
Receptionists	1,031	2,247	3,278	820	102
Shipping, Receiving Clks.	632	704	1,336	334	41
Statistical Clerks	627	1,371	1,998	499	62
Stock Clerks, Storekpprs.	875	946	1,821	455	56
Teacher Aides, exc. Monitors	233	524	757	189	23
Telegraph Messengers	20	6	26	6	1
Telegraph Operators	13	32	45	11	1
Telephone Operators	1,270	3,183	4,553	1,138	141
Ticket Station, Exp. Agents	573	517	1,090	272	34
Weighers	9	55	64	16	2
Misc. Clerical Workers	1,322	2,670	3,992	998	124
*Craftsmen, Foremen, Kindred	8,429	12,542	20,971	5,243*	650
Construction Craftsmen	248	3,370	3,618	904	112
Carpenters & Carp. Apprentices	1	1,085	1,086	272	34
Brickmasons & Stonemasons Apps.	20	56	76	19	2
Bulldozer Operators	24	49	73	18	2
Cement & Concrete Finishers	23	92	115	29	4
Electricians & Apprentices	196	576	772	193	24
Excav.,Grading, Mach. Opr.	76	162	238	60	7
Flr. Layers, exc. tilesetters	16	26	42	11	1
Painters, Construc. Maint. & Painter App.	169	666	835	209	26

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X

Also refer to pages 5 and 20.

	Job Opportunities 1972-1975			SFBR	SM
Occupational Category	Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	Projected Average Annual Openings to 1980	County Labor Force AAO to 1980
Paperhangers	7	17	24	6	1
Plasterers	27	52	79	20	2
Plumbers, Pipefitters, Apps.	61	412	473	118	15
Roofer and Slaters	49	45	94	24	3
Structural Metal Craft	7	85	92	23	3
Tilesetters	20	47	67	17	2
Foremen	2,389	1,999	4,388	1,097	136
Metalworkers, exc. mech.	1,272	1,192	2,464	616	76
Boilermakers	5	64	69	17	2
Heat Treaters, Annealers	4	6	10	2	0
Forgemen, Hammermen	6	9	15	4	0
Job & Diesetters, metal	67	25	92	23	3
Machinists & Mach. App.	805	594	1,399	350	43
Millwrights	20	34	54	13	2
Molders, Metal & Molder App.	49	28	77	19	2
Pattern & Modelmakers, Rollers and Finishers	104	52	156	39	5
Sheetmetal Workers, Tinsmiths, & Apprentices	115	213	328	82	10
Tool Diemakers & Apprentices	248	158	406	102	13
Mechanics, Repairmen, Installers	3,369	2,676	6,045	1,511	187
Air Cond., Heating, Refrig.	59	75	134	33	4
Aircrafts	943	399	1,342	336	42
Auto Accessories Installer	10	6	16	4	1
Auto Body Repairmen	178	91	269	67	8
Auto Mechanics & Apprent.	845	719	1,564	391	48
Data Proc. Mach. Repairmen	193	27	220	55	7
Farm Implement	16	16	32	8	1
Heavy Equipment	498	651	1,149	287	36
Household Appli. Mechanics	132	137	269	67	8
Office Machine Repairmen	119	49	168	42	5
Radio, TV Repairmen	113	163	276	69	9
Railroad, Car Shop Repairmen	-23	61	38	9	1
Misc., Other Mech. & Repairmen	294	282	576	144	18
Printing Trade Craftsmen	319	737	1,056	264	33
Bookbinders	22	128	150	37	5
Compositors, Typesetters, Print. Apprent. exc Press	103	221	324	81	10
Electrotypers, Sterotypers	6	18	24	6	1
Engravers exc. Photoengravers	25	21	46	11	1
Photoengravers, Lithographers	20	63	83	21	3
Pressmen, Plate Printers & Apps.	144	286	430	108	13

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X
Also refer to pages 5 and 20.

Occupational Category	Job Opportunities 1972-1975 Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	SFBR Projected Average Annual Openings to 1980	SM County Labor Force AAO to 1980
Transportation, Pub. Util. Craft.	954	366	1,320	330	41
Elec. Power linemen, cablemen	84	37	121	30	4
Locomotive Engineers	-41	86	45	11	1
Locomotive Firemen	- 2	3	1	0	0
Power Station Operators	5	5	10	2	0
Telephone Installers, Repairmen	786	209	995	249	31
Telephone Linemen, Splicers	121	26	147	37	5
Other Craftsmen, Kindred Workers	578	2,202	2,780	695	86
Bakers	84	278	362	91	11
Cabinetmakers	46	102	148	37	5
Carpet Installers	43	31	74	18	2
Cranemen, Derrickmen, Hoistmen	31	98	129	32	4
Decorators, Window Dressers	119	227	346	86	11
Dental Laboratory Tech.	218	147	365	91	11
Furriers	1	12	13	3	0
Furniture & Wood Finishers	6	24	30	7	1
Glaziers	35	39	74	18	2
Inspectors, Other	67	196	263	66	8
Jewelers & Watchmakers	43	97	140	35	4
Millers, Grain, Flour, Feed	4	2	6	2	0
Motion Picture Projectionists	25	74	99	25	3
Opticians, Lens Grinder, Polisher	58	52	110	28	3
Piano, Organ Tuners, Repairmen	4	21	25	6	1
Shipfitters	-225	17	-208	-52	- 6
Shoe Repairmen	-20	77	57	14	2
Sign Painters & Letters	36	50	86	22	3
Stationery Engineers	155	257	412	103	13
Stone Cutters, Stone Carvers	- 3	4	1	0	0
Tailors	31	174	205	51	6
Upholsterers	26	93	119	30	4
Craftsmen, Kindred Workers	36	124	160	40	5
All Other Craftsmen	8	6	14	3	0
*Operatives	12,893	15,465	28,358	7,090*	879
Operatives Exc. Transport	10,683	12,737	23,420	5,855	726
Semiskilled Metalworking	1,143	918	2,061	515	64
Drill Press Operatives	114	56	170	43	5
Furnacemen, Smeltermen, Pourers	73	31	104	26	3
Grinding Machine Operatives	121	55	176	44	5
Lathe, Milling Mach. Oper.	248	95	343	86	11
Metal Platers	119	44	163	41	5
Other Precision Mach. Oper.	88	34	122	31	4
Punch Stamping Press Opr.	58	88	146	37	5
Solderers	248	127	375	94	12
Welders & Flamecutters	662	388	1,050	263	33

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X
Also refer to pages 5 and 20.

Occupational Category	Job Opportunities 1972-1975			SFBR	SM
	Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	Projected Average Annual Openings to 1980	County Labor Force AAO to 1980
Semiskilled Textile	2	25	27	7	0
Knitters, Loppers, Toppers	1	12	13	3	0
Spinners, Twisters, Winders	1	3	4	1	0
Weavers, Card Lap., Comb., & Other Textile Oper.	0	10	10	3	0
Semiskilled Packing Inspecting	2,299	2,647	4,946	1,237	153
Checkers, Examiners, etc.	2,123	996	3,119	780	97
Graders & Sorters, Mfg.	39	226	265	66	8
Meat Wrappers, Retail Trade	43	100	143	36	4
Packer, Wrapper, Exc Meat, Prod.	170	1,285	1,455	364	45
Prod. Grdr.,Packer,exc. Fact. Farm	8	40	48	12	1
Other Operatives, Exc. Transport	7,240	9,147	16,387	4,097	508
Asbestos, Insul. Workers	12	16	28	7	1
Assemblers	5,148	2,294	7,442	1,861	231
Blasters, Powdermen	2	2	4	1	0
Bottling, Can. Opers.	51	305	356	89	11
Chainmen, Rodmen, Axmen Survey.	6	3	9	2	0
Clothing, Ironers, Pressers	285	391	676	169	21
Cutting Operatives	143	157	300	75	9
Dressmaker, Seamstress, exc.Fact.	45	467	512	128	16
Drillers, Earth	14	14	28	7	1
Dry Wall Installers, Lashs	- 5	41	36	9	1
Dyers	2	3	5	1	0
Filer, Polisher, Sander, Buffer	96	77	173	43	5
Garage Workers, Gas Stn. Attend.	-222	334	112	28	3
Laundry, Dry Clean. Oper.	347	483	830	208	26
Meat Cutters, Butchers, exc. Mfg.	222	358	580	145	18
Meat Cutters, Butchers	40	50	90	23	3
Milliners	3	9	12	3	0
Mine Operatives	14	12	26	6	1
Mixing Operatives	98	60	158	39	5
Oilers, Greasers, exc. Auto	- 4	54	50	13	2
Painters, Mfg. Articles	138	114	252	63	8
Photographic Process Wkrs.	179	227	406	102	13
Riveters and Fasteners	20	11	31	7	1
Sawyers	77	42	119	30	4
Sewers & Stitchers	191	1,275	1,466	366	46
Stationary Firemen	23	79	102	26	3
Winding Operatives	248	108	356	89	11
Misc. Mach. Operatives	713	1,138	1,851	462	57
Shoemaking Mach. Oper.	545	914	1,459	365	45

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X
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	Job Opportunities 1972-1975			SFBR	SM
Occupational Category	Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	Projected Average Annual Openings to 1980	County Labor Force AAO to 1980
Transport Equipment Operatives	2,209	2,728	4,937	1,209	150
Bus Drivers	379	365	744	186	23
Delivery, Routemen	458	657	1,115	278	34
Fork Lift, Tow Motor Opr. Boatmen, Canalmen,Sailors	176	341	517	129	16
Parking Attendants	177	120	297	74	9
Railroad Brakemen	15	33	48	12	1
Railroad Switchmen	58	62	120	30	4
Taxicab Drivers, Chauffeurs	323	241	564	141	17
Truck Drivers	1,284	1,018	2,302	576	71
*Service Workers	17,963	31,797	49,760	12,440	1,543
Cleaning Service Workers:	3,761	5,438	9,199	2,300	285
Chambermaid, Maid,	305	881	1,186	296	37
Cleaners, Charwomen	577	939	1,516	379	47
Janitors and Sextons	2,879	3,618	6,497	1,624	201
Food Service Workers	7,088	9,587	16,675	4,169	517
Bartenders	669	614	1,283	321	40
Busboys	446	147	593	148	18
Cooks, exc. Private	1,936	2,273	4,209	1,052	130
Dishwashers	491	311	802	200	25
Food Counter, Fountain Wkrs.	366	665	1,031	258	32
Waiters	2,466	4,495	6,961	1,740	216
Food Wkrs., exc. private	715	582	1,297	324	40
Health Service Workers	3,746	5,279	9,025	2,256	280
Dental Assistants	670	1,224	1,894	474	59
Hlth Aides, exc. nursing	371	564	935	234	29
Hlth Trainees	16	48	64	16	2
Nurses Aides, Orderlies	1,983	2,447	4,430	1,108	137
Practical Nurses	704	996	1,700	425	53
Personal Service Workers	1,067	5,546	6,613	1,653	205
Airline Stewardesses	549	1,022	1,571	393	49
Attend., Rec. Amuse.	142	162	304	76	9
Attend., Personal Service	87	278	365	91	11
Baggage Porters, Bellhops, etc.	54	80	134	34	4
Barbers	117	212	329	82	10
Boarding, Lodging Housekprs.	30	91	121	30	4
Childcare Wkrs., exc. private	325	845	1,170	293	36
Elevator Operators	27	99	126	31	4
Hairdressers, Cosmetologists	557	1,940	2,497	624	77
Housekeepers, exc. private	197	433	680	170	21
School Monitors	167	250	417	104	13
Ushers, Recreation, Amusement	27	73	100	25	3
Welfare Service Aides	44	61	105	26	3

JOB OPPORTUNITIES FROM INDUSTRIAL CHANGE AND REPLACEMENT NEEDS
SAN FRANCISCO-OAKLAND-SAN JOSE SMSA, 1972-1975
WITH PROJECTED ANNUAL OPENINGS TO 1980

TABLE X
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	Job Opportunities 1972-1975			SFBR	SM
Occupational Category	Net Demand from Industry Change	Replacement Needs from Deaths and Retirements	Total Jobs from these Sources	Projected Average Annual Openings to 1980	County Labor Force AAO to 1980
Protective Service Workers	2,908	1,908	4,816	1,204	149
Crossing Guard, Bridge Tndrs	71	189	260	65	8
Firemen, Fire Protection	884	235	1,119	280	35
Guards & Watchmen	688	1,088	1,776	444	55
Marshals & Constables	6	4	10	3	0
Policemen & Detectives	1,152	363	1,515	379	47
Sheriffs & Bailiffs	109	29	138	34	4
Private Household Workers	263	4,039	4,302	1,076	133
Childcare Workers	68	1,227	1,295	324	40
Cooks, Private	14	204	218	55	7
Housekeepers, Private	38	551	589	147	18
Laundresses, Private	1	31	32	8	1
Maids, Servants, Private	142	2,026	2,168	542	67
*Laborers, Exc. Farm	2,184	3,786	5,970	1,493*	185
Animal Caretakers, Exc. Farm	130	155	285	71	9
Carpenters, Helpers	20	22	42	11	1
Construction, Labor exc. Carpenter Help	64	393	457	114	14
Fishermen & Oystermen	24	23	47	12	1
Freight, Material Handlers	435	428	863	216	27
Garbage Collectors	100	77	177	44	5
Gardeners, Groundskpr.	887	1,320	2,207	552	68
Longshoremen, Stevedores	263	179	442	111	14
Lumbermen, Raftsmen, Woodchprs.	1	4	5	1	0
Stockhandlers	587	518	1,105	276	34
Teamsters	3	2	5	1	0
Vehicle Washer, Equip. Cleaners	183	133	316	79	10
Warehousemen	146	303	449	112	14
Other laborers	110	229	339	85	11
*Farmers & Farmworkers	-520	144	-376	-95*	-12

Also refer to
Pages 9 through 11.

APPENDIX B
SAN MATEO COMMUNITY COLLEGE DISTRICT : OCCUPATIONAL PROGRAMS

Fall, 1974

X = 10 FTE Department/Division		TOTALS		Canada College		College of San Mateo		Skyline College	
		FTE	WSCH	FTE	WSCH	FTE	WSCH	FTE	WSCH
ADMINISTRATION OF JUSTICE	D	214 XXXXXXXXXXXXXXXXXXXXXX X	3,213	31	471	137	2,055	46	687
	E	145 XXXXXXXXXXXXXX	2,174	22	327	99	1,481	24	366
AERONAUTICS	D	284 XXXXXXXXXXXXXXXXXXXXXX XXXXXXXX	4,262			226	3,383	59	879
	E	106	1,595			86	1,292	20	303
BUSINESS	D	979 XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXX XXXXXXXX	14,687	233	3,492	461	6,922	285	4,273
	E	954 XXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX XXXXX	14,311	192	2,880	530	7,954	232	3,477
BUSINESS ADMINISTRATION	D	170 XXXXXXXXXXXXXXXXX	2,553	49	729	122	1,824		
	E	110 XXXXXXXXXXX	1,654	43	643	67	1,011		
MANAGEMENT	D	3	42	3	42				
	E	X 239	3,582	69	1,035	78	1,176	91	1,371
COOPERATIVE EDUCATION (General, Others in Divisions)	D	144 XXXXXXXXXXXXXX	2,153	21	312	38	567	85	1,274
	E	29	440			8	126	21	314

SAN MATEO COMMUNITY COLLEGE DISTRICT

Fall, 1974

		TOTALS		Canada College		College of San Mateo		Skyline College	
Department/Division		FTE	WSCH	FTE	WSCH	FTE	WSCH	FTE	WSCH
COSMETOLOGY	D	280 XXXXXXXXXXXXXXXXXXX XXXXXXX	4,195			148	2,217	132	1,978
	E	23 XX	339			17	252	6	87
DATA PROCESSING	D	89 XXXXXXXX	1,330			88	1,320	1	10
	E	97 XXXXXXXXX	1,460			86	1,292	11	168
DENTAL ASSISTING	D	81 XXXXXXXX	1,214			81	1,214		
	E	1	8			1	8		
DRAFTING	D	104 XXXXXXXXX	1,563			104	1,563		
	E	46 XXXXX	687	11	159	35	528		
EARLY CHILDHOOD EDUCATION	D	12 X	180			12	180		
	E	73 XXXXXXX	1,095			73	1,095		
EDUCATION	D	37 XXXX	548	9	135	18	278	9	135
	E	27 XXX	400	-	4	16	237	11	159
ELECTRONICS TECHNOLOGY	D	266 XXXXXXXXXXXXXXXXXXXX XXXXXXX	3,989			266	3,989		
	E	100 XXXXXXXXX	1,495	9	138	90	1,357		

SAN MATEO COMMUNITY COLLEGE DISTRICT

Fall, 1974

Department/Division		TOTALS FTE	TOTALS WSCH	Canada College FTE	Canada College WSCH	College of San Mateo FTE	College of San Mateo WSCH	Skyline College FTE	Skyline College WSCH
ENGINEERING	D	68 XXXXXXX	1,016	10	157	57	859		
	E	10 X	155	9	48	7	107		
ENVIRONMENTAL SCIENCES	D	20 XX	303	20	303				
	E	4 X	54	4	54				
FIRE SCIENCE	D	18 XX	272			18	272		
	E	52 XXXXX	774			52	774		
FOOD TECHNOLOGY & MANAGEMENT	D	68 XXXXXXX	1,021	68	1,021				
	E	13 X	201	13	201				
HOME ECONOMICS	D	155 XXXXXXXXXXXXXX	2,328	39	588	69	1,035	47	705
	E	115 XXXXX	1,726	41	609	30	457	45	670
HORTICULTURE	D	74 XXXXXXX	1,113	10	147	64	966		
	E	47 XXXXX	714	11	159	37	555		
INTERIOR DESIGN	D	18 XX	272	18	272				
	E	10 X	156	10	156				
JOURNALISM	D	46 XXXXX	693	10	149	17	256	19	288
	E	-0-							

SAN MATEO COMMUNITY COLLEGE DISTRICT Fall, 1974

Department/Division		TOTALS FTE	TOTALS WSCH	Canada College FTE	Canada College WSCH	College of San Mateo FTE	College of San Mateo WSCH	Skyline College FTE	Skyline College WSCH
LIBRARY TECHNOLOGY	D	-0-							
	E	23 XX	341			23	341		
MACHINE TOOL	D	59 XXXXXX	885			59	885		
	E	18 XX	270			18	270		
MENTAL HEALTH TECHNICIAN	D	3 X	39	3	39				
	E	-0-							
NURSERY SCHOOL HUMAN. SERVICES	D	5 X	69	5	69				
	E	13 X	168	13	198				
NURSING AA	D	185 XXXXXXXXXXXXXXXX	2,777			185	2,777		
	E	1	8			1	8		
NURSING, MED. ASSISTANT	D	4	54			4	54		
	E	-0-							
NURSING, VOCATIONAL	D	37 XXX	550			37	550		
	E	-0-							
OCEANOGRAPHY	D	50 XXXXX	746	9	132	17	251	24	363
	E	13 XX	198					13	198
RADIOLOGIC TECHNOLOGY	D	53 XXXXX	790	53	790				
	E	-0-							

SAN MATEO COMMUNITY COLLEGE DISTRICT Fall, 1974

Department/Division		TOTALS FTE	TOTALS WSCH	Canada College FTE	Canada College WSCH	College of San Mateo FTE	College of San Mateo WSCH	Skyline College FTE	Skyline College WSCH
RECREATION EDUCATION	D	28 XXX	413	6	95	3	44	18	274
	E	30 XXX	450					30	450
RESEARCH & DEVELOPMENT	D	1	12	1	12				
	E	4	63			4	63		
RESPIRATORY THERAPHY	D	100 XXXXXXXXXX	1,495					100	1,495
	E	13 X	195						
TECH. ART/GRAPHICS	D	63 XXXXXX	946			63	946		
	E	8 X	115			8	115		
TELECOMMUNICATIONS	D	90 XXXXXXXXXX	1,348			90	1,348		
	E	100 XXXXXXXXXX	1,495			100	1,495		
TECHNOLOGY	D	44 XXXX	653			44	653		
	E	7 X	112			7	112		
TOURISM	D	9 X	140	9	140				
	E	27 XXX	402	27	402				
TRADE & INDUSTRIAL	D	-0-							
	E	156 XXXXXXXXXXXXXX	2,345			148	2,216	9	129

SAN MATEO COMMUNITY COLLEGE DISTRICT

Fall, 1974

Department/Division		TOTALS		Canada College		College of San Mateo		Skyline College	
		FTE	WSCH	FTE	WSCH	FTE	WSCH	FTE	WSCH
WELDING	D	41	618			41	618		
		XXXX							
	E	13	192			13	192		
		X							

APPENDIX C

COMMUNITY NEEDS ASSESSMENT: OCCUPATIONAL BASE

INTERVIEWS WITH 28 MAJOR EMPLOYERS OF SAN MATEO COUNTY

RESEARCH DESIGN INTERVIEWS WITH MAJOR EMPLOYERS

The purpose of conducting interviews with major employers has been to gain additional insight into the future job market for tomorrow's workers in the labor force of San Mateo County.

Intentionally the interview list has been limited to the largest employers in the county, supplemented by local area employers representing larger employers. In each case, regional offices were contacted to assess the most responsible local branch manager to interview for purposes of the survey.

The research survey instrument questions, as indicated on pages 58-59, were developed with the assistance of Tadlock Associates, primarily with the assistance of Mrs. Joan Carvell. The interview design is in accord with standard survey instruments designed for this kind of employer survey.

All the information gathered in the interviews was developed through personal interviews with administrators of the companies involved. In most cases the personnel departments were involved. Eight of the major employers were interviewed directly by Dr. Bennett. Other interviews were conducted by Mrs. Nina Pohl, a professional interviewer, formerly employed in interviewing by Alan Funt of Candid Camera fame.

It should be understood that this survey of 28 employers represents only Phase I of a continuing personal interview contact with employers in the community. In Phase II, to be carried out during 1975-76 a larger sample of employers will be contacted, specifically including a greater number of small employers, and a broader base of participants including labor unions.

It should be noted again that projections of future job openings are based for the most part on Department of Labor, Bureau of Labor Statistics projections. The interviewing of current employers is a verifier and supplementary means of data development.

ABSTRACT

JOB MARKET
PRESENT & FUTURE

There is every indication that over the next few years the opportunities for employment in San Mateo County will be in a continuing state of change. Because of the crisis in employment and the unstable nature of the economy, not only in San Mateo County but nationwide, the labor market will continue to demand well-trained employees with a wide range of skills. The market overall is projected to remain stable with fluctuations in specific areas.

The majority of companies surveyed have hired graduates of the Colleges of the District and report satisfaction with the quality of education they bring to their jobs. Many of the managers interviewed have themselves taken advantage of the management courses offered at the Colleges.

Many placement officials interviewed were not aware of the full range and quality of courses offered by the San Mateo Community College District. One local electronics firm sends 3-5 employees each semester to the University of Santa Clara for a management training course that the company devised in cooperation with the university.

Several industries are looking at ways to restructure the work week to allow more employees to take advantage of the educational opportunities available in the community.

> The weekend notion, offering classes on Saturdays and Sundays, is no doubt one that will be more widely used in the near future. (Stanford Research)

Particularly in the Bay Region there is an increased demand for people trained to operate and maintain computer and electronic systems. Hewlett Packard has doubled the number of employees in their Palo Alto plants in the past two years because of the increased demand for electronic devices.

Non-traditional job opportunities for men and women plus a general relaxing of degree requirements at the entry level are a result of nondiscriminatory government laws and Affirmative Action policies.

> Pacific Telephone Company is hiring only for nontraditional positions at this time. A man has a better chance of getting a secretarial job, just as a woman would have very little difficulty being hired as a line technician.

The energy crisis and resulting interest in the earth's resources is opening up new opportunities in environmental and communications fields.

> Regardless of limited energy sources the communications industry will continue to grow. This estimate is agreed upon by all experts in manpower planning. (Sierra Electronics)

Expansion of the Cooperative Education programs to provide more extensive on-the-job training would receive the enthusiastic support of many employers. Through management-level planning much of the high cost of in-service training now provided by business and industry could be incorporated into the college curriculum. Generally the co-op program has worked well. Some suggestions for improvement were offered:

> We don't hire any part-time people, so there is a need to include the alternate semester plan if the program is going to be highly successful with PG&E.

It was evident that the company would be interested in improving their Affirmative Action program through cooperative education.

In summary, if the needs of the community and its citizens are to be served, a planned program of interaction with business and industry needs to be established on a district-wide basis to evaluate their training needs realistically, and become aware of where the job opportunities are available.

Rudolph Brunsvold, a vice president for coordination of Stanford Research Institute activities summed it up in this way:

> The community colleges' ability to match the needs of people with responsive educational programs is valuable.

> I hope that as much flexibility as possible will be built into the process of community college education in the future.

From the evidence gathered, it is obvious that the avenues for cooperation between the San Mateo Community College District and community business firms and civic agencies are open, for the mutual benefit of all concerned.

PURPOSE OF SURVEY

To determine how the Colleges of the San Mateo Community College District can better serve the employment needs of business and industry in San Mateo County, a survey was undertaken of 28 key employers. The total number of employees represented by the companies surveyed was approximately 53,000. Industries interviewed directly included five electronics firms, two banks, five retail stores, three airlines, two public utilities, four manufacturers, two civil service agencies, two research firms, the U. S. Postal Service, a hospital and a publishing house (See Appendix A). Of the total employees represented approximately 72% fall into the non-professional/non-management category.

FACTORS IDENTIFIED

Through personal interviews with personnel managers and other officials the following factors were able to be identified: (1) present and future job opportunities in San Mateo County; (2) technological changes affecting employment; (3) educational and occupational requirements of employers; (4) extent of formal in-service training; (5) reliance of industry on the colleges, and (6) proposals for future development and cooperation between business, industry, civic agencies and the San Mateo Community College District.

1. An analysis of the community labor market reflects the nationally established fact that the demand for jobs far exceeds the supply. With the exception of specialized areas in the electronics and computer systems industry and environmental agencies, the majority of county businesses are maintaining stable employment policies.

   The Bank of America has established an employment policy reflecting non-expansion in personnel through 1975.

   San Mateo County will hire approximately 300 civil service employees over the next two years, primarily union jobs in the skilled and semi-skilled areas.

   As a result of the employment crisis fewer people are leaving their jobs creating a decrease in the usual amount of new hiring at all levels from junior clerks to top professional personnel.

> Hewlett Packard, with 12,000 employees in their Palo Alto plants has less than a 1% turnover. Our labor relations policies are so attractive that we are able to keep people on the job. At the present time we are only hiring top professional people.

Because of the new government non-discriminatory laws there is an increased demand for men and women in non-traditional roles.

> If a woman comes into my office and wants a job as a mechanic we would be willing to hire her if she has the interest and aptitude for the job. (United Air Lines)

> Pacific Telephone has been hiring male operators and secretaries for the past few years. We wish more women would apply for jobs as line technicians.

2. Technological change is bringing about a shift in personnel and a need for more highly skilled electronic technicians. Sixty percent of the companies surveyed are having to retrain present employees for the skills needed in computerized systems such as MTST, credit control, accounting, and sales.

> Older employees leave the company in some cases because they cannot, or do not want to adapt to our new computer systems. (J. C. Penney)

> There have been vast technological changes at Wells Fargo since 1963. Because of the expense involved in training we are hiring only those people with the skills to handle computerization.

The airlines have had to retrain their passenger service personnel to utilize the computerized reservations and scheduling equipment.

New technological developments in food processing and packaging have increased the demand for skilled technicians in marketing.

The energy crisis is having a direct effect on the communications and transportation industry.

> If the energy crisis continues there is every indication that a very substantial increase would result in the communications industry. Routine business as well as conferences would be handled by telephone and other sophisticated electronic equipment. (Pacific Telephone)

In very few cases has technological change caused a decrease in the number of employees, primarily because personnel whose skills and adaptability were not great enough are transferred to other jobs within the company. Those who are flexible enough to cope with new computerized systems are upgraded into more responsible jobs.

3. The educational and occupational requirements of business and industry reflect a lessening of formal degree requirements at entry levels, at the same time increasing the demand for well-trained technical and professional people at all levels.

Contrary to recently published surveys on a national level, which indicate an increased demand for four-year college graduates, there are fewer admitted degree requirements by the companies interviewed, because of government non-discrimination policies and Affirmative Action.

One electronics personnel manager reports about entry-level applicants:

> We just don't ask any more about formal education backgrounds. If an applicant displays confidence in his or her ability and has the necessary amount of training to handle the job, they are considered for an opening.

As a result of less formal education requirements, employers can be more selective about skills and general business knowledge for entry-level jobs. The cost of in-service training is an important factor to managers who are responsible for hiring the best qualified people. As a result many college graduates are being hired and accepting jobs formerly filled by people with less education.

> Unfortunately, many college graduates are accepting jobs for which they are overqualified and they soon become bored and leave. (San Mateo County Civil Service)

There is a tremendous amount of variety in the requirements for jobs. Maturity is a big factor in many jobs that do not require technical or occupational training. On the other hand a high school graduate can be company trained to handle semi-skilled jobs efficiently, and to work up through the company to more advanced positions.

> Many of our employees come to us just out of high school and stay on while they continue to go to college or learn on the job. (U. S. Geological Survey)

4. In-service training is available in most companies, depending on how well trained the employee is at the entry level and the particular job requirements.

Of the 28 companies surveyed 16 have some type of regular, formal, in-service training. These training courses vary in length and intensity according to the level of attainment required.

Peninsula Hospital offers eight in-service training programs ranging from 3 months for a medical transcriber to two years for X-ray technicians. They also have one year internships for pharmacists and laboratory technologists who have a bachelor's degree.

Hewlett Packard with a fulltime training and development team has extensive in-service training for all personnel including a four-year apprenticeship program for machinists and electronic technicians.

> One of the difficulties with colleges training electronic technicians is their inability, financially, to continually update their electronic equipment. On a recent visit to College of San Mateo I was amazed to find they were still using equipment that was there in 1965 when I graduated. (Hewlett Packard)

The airlines train all of their personnel either locally or at flight training schools in other parts of the country.

PG&E and Pacific Telephone provide formal in-service training to all technical personnel.

Banks train their tellers and provide some courses in management but rely primarily on the American Institute of Banking courses offered at the community colleges for upgrading of all personnel.

Retail stores have management training courses and regularly enlist capable and interested sales personnel for this training.

> We are anxious to have the students who work for us on our sales force come in and tell us if they are interested in management training. (Macy's)

Regardless of the extent of education or training received in the classroom situation, some form of orientation is necessary at all levels in all of the companies surveyed.

5. The community colleges are a primary provider of higher education in the county, and business and industry depend on them to train, re-train, and upgrade employees.

Seventy-five percent of the businesses and industries surveyed offer some type of tuition refund to employees who seek to improve themselves and their vocations through the local colleges and universities.

Twelve of the companies have management personnel serving in an advisory capacity on college committees. A few management supervisors are part-time instructors in the Evening College at College of San Mateo, Cañada, and Skyline. Several managers have taken courses at the colleges in management and business.

The airlines, particularly United, depends on the College of San Mateo Aeronautics Program to supply them with well-trained airframe mechanics.

> We hire 40 to 50 mechanics a month and we are completely satisfied with the quality of education and training our employees receive at College of San Mateo. (United)

The Cooperative Education program at the colleges is familiar to all of the businesses. All three plans--Alternate Semester, Parallel, and Extended Day--are utilized.

Two placement officers expressed an interest in improving their Affirmative Action programs through cooperative education. (PG&E, County Civil Service)

Suggestions were offered for improving and expanding present courses at the colleges. The following comments are just a sample of the recommendations:

> Increase intensity of training in schematics and troubleshooting.
>
> Improvement needs to be made in the communication skills, i.e., proofreading own work, writing resumes, filling out applications.
>
> Instructors should make arrangements to bring students through the plant on a tour.
>
> The Medical Assisting program is excellent, but students should decide what field of medicine they want to work in and specialize their last semester.
>
> Instructors in electronics should have an opportunity to return to industry for "refresher" courses.
>
> Women should be encouraged to go into the electronics and technical fields.
>
> Accounting classes should train people in bank operations, and even more basic, how to manage their own bank accounts.
>
> Business courses should place more emphasis on marketing and a stronger explanation of the free enterprise system.

The personnel manager at National Can Company automatically calls the college placement offices when he has an opening in the local executive offices.

> We also depend on students to work during the summer at our San Leandro plants. Many of them return to work for us after they have graduated from college.

Many employers would like to know more about the courses offered at the Colleges.

> Each department head is responsible for approving extension or training programs for their personnel. It seems to me that we could do each other a service if the community colleges would send our department heads a questionnaire asking what type of training courses would be of benefit to his staff. (San Mateo County)

From the interviews it is apparent that personnel managers are more than willing to cooperate with the colleges in an advisory capacity in developing or updating training courses.

6. The future development of innovative programs at the Colleges depends on the flexibility of the Colleges to adapt to the requirements of the labor market.

> Educational institutions of the future will need to prepare people for constant change and more comprehensive understanding. There is a need to explore changing ways of living, to learn about reducing the consumption of the earth's resources, at the same time as preparing for a career. Stanford Linear Accelerator (SLAC)

The educational process will need to depend more on the electronic media--televised instruction, modular program learning materials, and home study through the use of audio-visual communications.

> Particularly appropriate would be courses such as technical mathematics and communication skills development. (Pacific Gas & Electric)

Nationwide, industry is looking at ways to restructure the work week. One way would be in the form of three ten-hour days, or a rotation of employees allowing industry to operate six days a week.

> Under this type of work plan people would have a greater opportunity for education by using their days off to attend classes. (Stanford Research)

The expansion of career opportunities in energy resources and environmental protection agencies opens new fields of learning. Community colleges and other educational institutions have a responsibility to provide the background necessary to meet these demands.

> The single most important educational service which can be provided at this time is to provide widespread knowledge of the finite resources of the earth. (Stanford Linear Accelerator)

In the final analysis, the Colleges are being relied upon to maintain high standards of education, to provide complete and comprehensive programs to satisfy the occupational needs of people in the community. To meet this challenge the Colleges must develop a planned program of interaction between the College District and representatives of business, industry, and civic agencies.

This survey has pointed out an increasing potential of the Colleges' ability to train, retrain, and upgrade occupational skills and knowledge for all ages and community segments to meet the requirements of the complex job market in San Mateo County.

INTERVIEW QUESTIONS

TWENTY EIGHT KEY INDUSTRIES IN SAN MATEO COUNTY

How can colleges of the San Mateo Community College District serve business and industry better?

Name of Company See Appendix A, Companies Surveyed — Type of Industry See Appendix A

Person interviewed See Appendix B, Personnel — Position Appendix B

1. No. of total employees? 53,000 (approx.)

2. No. of employees by occupation:

   Management 41%

   Professional 6%

   Clerical 23%

   Skilled and Semi-skilled 25%

   Other 5%

3. Has technological change affected your industry?

   Yes - 60% In what areas? Computerized systems such as MTST, credit control, accounting, sales, food processing, packaging, transportation, product testing.

   No - 40%

4. Do you offer formal in-service training for your employees?

   Yes - 57% For which categories? Management, sales, merchandising, technical skills, bank tellers, telephone operators, airline reservations, hospital technicians.

   No - 43%

5. Does your industry have a scholarship or tuition refund program for employees?

   Yes - 75%

   No - 25%

6. Does your industry have any apprenticeship programs?

   Yes - 21%

   No - 79%

7. Do any of your employees participate on advisory committees of local colleges?

Yes - 42%

No - 58%

8. Do you presently have employees who are enrolled in a cooperative education program at a local college?

Yes - 60%

No - 40%

9. What are the primary qualifications for employment with your company?

1. Satisfactory skills to perform job;
2. Previous experience;
3. Ability to communicate with public;
4. Able to accept responsibility;
5. Career goals have been determined;
6. Self confidence
7. Neat appearance

10. What are the minimum educational degree preferences for your employees in the following categories

	H.S.	Bachelors	Graduate	No special requirement
Management	40%	53%		7%
Professional			100%	
Clerical	46%			54%
Skilled and Semi-skilled	7%			93%
Other	11%			89%

11. In what areas could the colleges improve their training?

Technical skills
- Update training for most modern equipment;
- More intensive training in schematics reading and trouble-shooting;
- Offer more courses in pre-engineering and drafting;
- Offer apprenticeship preparatory courses

Written and Oral Communication Skills
- Proofreading own written work;
- Preparing office communications;
- Writing resumes and filling out applications for employment;
- Office telephone procedure.

Management
- Familiarize students with management policies;
- Assisting students to adapt to company requirements;
- More emphasis on self awareness and self confidence;
- Communicating with public and customer relations.

APPENDIX C-1

COMPANIES SURVEYED WITH TOTAL NUMBER OF EMPLOYEES

NAME OF COMPANY	NO. OF EMPLOYEES	LOCATION
Airlines		
Hughes Air West	3,600	San Mateo
TWA	3,300	San Francisco Airport
United	12,843	" " "
Utilities		
Pacific Telephone	2,236	San Mateo County
Pacific Gas & Electric	837	" " "
Banks		
Bank of America	3,000	San Mateo and San Francisco County
Wells Fargo	225	Frontier Division (Millbrae to San Carlos)
Retailing		
Montgomery Ward	350	San Mateo
J. C. Penney	47	" "
The Emporium	250	Tanforan Shopping Center - San Bruno
Macy's	400	Serramonte Shopping Center - Daly City
Walgreen's	40	Millbrae
Lucky Stores	65	Bovet Road, San Mateo
Electronics		
Dalmo Victor	630	Belmont
Ampex	1,545	Redwood City
Lenkurt	2,800	San Carlos
Hewlett Packard	12,000	Palo Alto
Sierra Electronics	650	Menlo Park

Manufacturing		
National Can Company	125	Burlingame (Executive Offices)
Van Waters & Rogers	152	Brisbane (Executive Offices)
Georgia Pacific	350	South San Francisco
Civil Service		
San Mateo County	4,000	Government Center Redwood City
U. S. Geological Survey	1,000	Menlo Park
Research		
Stanford Research Institute	2,353	Menlo Park
Stanford Linear Accelerator	1,100	" "
Miscellaneous		
U. S. Postal Service	350	City of San Mateo
Peninsula Hospital	1,118	Millbrae
Sunset Magazine & Lane Publishing Company	270	Menlo Park

APPENDIX C-2

COMPANIES SURVEYED, ADDRESSES AND PERSONNEL INTERVIEWED

Ampex Corporation
Douglas and Bay Roads
Redwood City, CA.
John Denison, Corporate Manager
of Employee Relations

Bank of America
2800 Campus Drive
San Mateo, CA.
Tom Ochenden, Personnel Manager

Dalmo Victor Electronics
1515 Industrial Way
Belmont, CA.
Mrs. Selph, Personnel Manager

The Emporium
Tanforan Shopping Center
San Bruno, CA.
Miss Moore, Personnel Manager

Georgia Pacific Company
249 E. Grant Avenue
South San Francisco, CA.
James Frew, Vice President

Hewlett Packard Electronics
1501 Page Mill Road
Palo Alto, CA.
Polly Johnson, Personnel Manager

Hughes Air West
3125 Clearview
San Mateo, CA.
Mr. Brown, Personnel Manager

Lenkurt Electric Company
1105 Old County Road
San Carlos, CA.
Karen Joy, Personnel Manager

Lucky Stores, Inc.
Bovet Road
Borel Shopping Center, San Mateo, CA.
Joseph Souza, Manager

Macy's
Serramonte Shopping Center
Daly City, CA.
Mrs. Birch, Personnel Manager

Montgomery Ward
19th and Delaware
San Mateo, CA.
Mr. Freer, Store Manager

National Can Company
1657 Rollins Road
Burlingame, CA.
William Alplanalp, Personnel Manager

Pacific Gas and Electric
1970 Industrial Way
Belmont, CA.
Allen Semenaro, Personnel Manager

Pacific Telephone Company
1476 Burlingame Avenue
Burlingame, CA.
Jean Stevenson, Personnel Manager

Peninsula Hospital
1783 El Camino Real
Burlingame, CA.
Sue Love, Personnel Manager

J. C. Penney Company
4th and El Camino
San Mateo, CA.
Mr. Metz, Store Manager

San Mateo County Civil Service
590 Hamilton
Redwood City, CA.
Tom Urquhardt, Sr. Management Analyst

Sierra Electronics
3885 Bohannon Drive
Menlo Park, CA.
Tom O'Malley, Industrial Relations Manager

Stanford Linear Accelerator Center
2575 Sandhill Road
Palo Alto, CA.
Dr. David Coward
Research Scientist

Stanford Research Institute
Ravenswood Road
Menlo Park, CA.
Rudolph K. Brunsvold, Vice President

Sunset Magazine and Lane Publishing Co.
Middlefield Rd. and Willow Road
Menlo Park, CA.
Floyd Shaw, Administrative Assistant
Don Bice, Promotion Manager
Armond Schwartz, Asso. Research Manager

Transworld Airlines
International Airport
San Francisco, CA.
Lloyd Thorton, Personnel Manager

United Airlines
International Airport
San Francisco, CA.
John Russell, Personnel Manager

U. S. Geological Survey
345 Middlefield Road
Menlo Park, CA.
Marcella Irwin, Personnel Manager

U. S. Postal Service
St. Matthews Station
Ellsworth Street
San Mateo, California
Mr. Sole, Postmaster

Van Waters and Rogers
3745 Bayshore Blvd.
Brisbane, CA.
Nancy Young, Personnel Manager

Walgreens Drugs
615 Broadway
Millbrae, CA.
Mr. Rogers, Assistant Manager

Wells Fargo Bank
100 Fourth Avenue
San Mateo, CA.
Lowell Humphrey, Assistant Vice President

Technical Report

Number 5

DISTRICT STUDENT ENROLLMENT PROJECTION (1975-1980)

District Student Enrollment Projection
1975 - 1980

Introduction

This technical report projects day student enrollments in San Mateo Community College District (SMCCD) from 1975 to 1980. Projected enrollments are essential for a district to serve its students better with revised curricula or planned new facilities.

Traditionally, day enrollments have been used by the Coordinating Council of Higher Education as the basis for determining facility and capital outlay requirements for community colleges. Because of this, the District enrollment projections outlined in this technical report deal largely with day enrollments. However, because of the recent upward trend in evening enrollments in the District, attention has been given to the historical pattern of evening enrollments and their potential for the future.

Data Collection Methods

The District planning staff reviewed San Mateo County Enrollment Bulletins for high school enrollment data. The total number of high school twelfth graders included in our projections was taken from the Jefferson, San Mateo, and Sequoia Union High School Districts and Cabrillo and South San Francisco Unified School Districts. The number of high school graduates from each district who enrolled in SMCCD was obtained from the Colleges' CCAF-131 enrollment reports.

The Cohort Survival Technique was used to project the number of twelfth graders enrolled to 1980 in the high schools within the SMCCD.

The projected increase in the number of transfer students (students who have taken college work at another college) and returning students (students who have previously taken college work at the same college but were not enrolled the previous semester) was based upon the sizable increase in the two groups during the period of 1969 to 1973, and an even larger increase between 1973 and 1974. We projected these two groups to continue to increase, but at a slower rate.

In addition to gathering enrollment data from the San Mateo County Department of Education and the SMCCD, the planning staff contacted five multi-campus community college districts of comparable or larger size. Enrollment information for 1969, 1973, and Fall 1974 was obtained from Coast Community College District (2 colleges), Foothill Community College District (2 colleges), Los Rios Community College District (3 colleges), North Orange Community College District (2 colleges) and Peralta Community College District (5 colleges).

Assumptions and Factors Affecting District Enrollment Projections

District enrollment projections have been made on the basis of student headcount or the number of individual students, not average daily attendance (ADA).

Furthermore, enrollment projections were made by the planning staff without attempting to calculate the impact of an expansion of existing college facilities or the implementation of significant changes in the educational programs offered by the three District Colleges. Major changes in District policies were not considered in making projections, nor were changes in practices in publicizing College programs in order to inform and attract potential students. District day enrollments were projected for the fall term of each year to 1980.

The following factors were considered in making projections:

1. During an economic slump, enrollments at Colleges in the District have increased.

2. If the economic picture should improve, then the many students who traditionally go away to four year colleges may no longer attend the community college. However, it will probably be Fall 1976 or 1977 before we will see the present trend reverse.

3. Women students were the first large group to take up the slack caused by fewer high school seniors entering college. It appears that women students still may return in large numbers for the next couple of years, but the rate of increase will level before 1980.

4. A return to required military service could greatly change our pattern of enrollments.

5. Older students have been attending the Colleges of the District in larger numbers. This trend is expected to continue through 1980.

Summary of Findings from Enrollment Statistics

The following findings are based on the foregoing assumptions and factors, and on the analysis of enrollment statistics contained on tables and charts presented in this report.

1. The number of 12th graders in our local high schools leveled at the same time that College District enrollments leveled. However, Fall 1974 semester SMCCD enrollment showed a substantial increase. (Table 1 and Chart 1)

2. A comparison of the number of first-time freshmen entering SMCCD who graduated from local high schools to the number of public high school seniors in San Mateo County the previous Fall has dropped from an average of 44% to about 32% for the last several years. (Table 1)

3. The drop in the number of entering freshmen was balanced by increases in the number of transfer and returning students. (Table 1)

4. The increase in the number of transfer and returning students includes a larger proportion of students who have attained AA

and BA degrees and are returning to obtain a saleable skill for immediate employment. These two groups also include the increased number of women students who are returning to college. (Table 1 and 2)

5. The age patterns in the three colleges have been shifting to reflect a larger number of older students (stop-outs) returning to college. (Chart 3)

6. The ratio of men to women traditionally was about 60% men to 40% women. This has changed to 51% men to 49% women. Cañada College currently has more women students than men. (Table 3)

7. Projection of District enrollments has traditionally been based upon the comparison of entering freshmen to the previous year's high school seniors. If we continue this practice, using 32% as a minimum figure and 44% as a maximum figure and allow for a modest increase in the other categories, we project for 1980 a minimum enrollment of 14,460 or a maximum enrollment of 17,000. It is imperative that each year with new enrollment figures these projections be reviewed and revised as necessary. These enrollments assume a continuation of present enrollment patterns, and do not account for extreme changes such as acts of God, war, or a prolonged recession. (Table 1)

8. The historical pattern of District day enrollments indicates that we can expect continued but slower enrollment growth. The planning staff does not expect the phenomenal growth of the 60s for the next five years, but probably an annual growth of approximately 5% for each group. (Chart 1)

9. Although the pattern at each College may vary, the growth in evening enrollments for the District is so erratic that it is difficult to project for the next five years. However, evening enrollments have been increasing and will in all probability continue to grow at a fairly rapid rate. (Chart 2) ?

10. The comparison of six multi-college community college districts indicates that day and evening enrollments did not level off as they did in SMCCD during the early 1970s. Comparative information for the community college districts indicate overall increases in enrollment between 1969 and 1973, ranging from 35.9 percent at Foothill to 55.5 percent at Coast at the same time the SMCCD showed a growth of 6.2 percent. All districts showed growth between 1973 and 1974, but SMCCD had a lower growth rate (6.2%) than any of the other comparable districts (which ranged from 8.4% to 24.4%). (Table 4)

11. When total day and evening enrollments (1974) are computed as a percent of the total population to be served in each of the districts, SMCCD served 5.3 percent of its general population compared with the lowest percent reported by Los Rios (4.4%) and the highest (9.5%) reported by Coast Community College District. (Table 4)

General Conclusions

The dramatic rise we experienced in day enrollments at the three Colleges of the SMCCD through the 1960s stopped with the Fall 1970 semester enrollment of 13,185 students. Our projected minimum day enrollments for the period of 1975-1980 may not show an increase, and the maximum projected day enrollments may show only a 20% increase above current enrollment.

The ratio of men students to women students has changed over the years to a more balanced group with a sizable increase in the number of women over age 35. The percentage of 18-19 year old students has decreased dramatically over the last several years.

The number of 11th and 12th grade high school students may increase, as new high school regulations allow students to attend college at the same time they are attending high school.

The percentage of high school graduates who are enrolled in SMCCD has dropped more dramatically for some high school district students than for others.

Comparative enrollments with other selected multi-college community college districts in California indicate that the SMCCD has not maintained the same general level of growth as other districts; however, it is serving a higher percentage of its District population than two other community college districts (Los Rios and Peralta).

Questions and Implications for Planning

1. Are there curricular planning considerations for a balanced student body of equal men and women that has changed from the historical 60% men to 40% women student body?

2. What is the significance for curricular planning and staff development of the fact that our District student body has a decreasing percentage of 18-19 year old students and an increasing percentage of students in the 25-30 and 35+ age groups? Will current legislation permitting 16 and 17 year old students to enter community college have an impact on enrollments?

3. Are we serving the needs of an ever-increasing number of students who have completed one educational goal and are returning for another?

   The percentage of all District students who are sophomores appears to be decreasing. Have we satisfied their educational needs?

4. As the number of part-time students increases how can we improve our counseling services and the efficiency of registration procedures?

5. With the ever-increasing number of returning women students, do we need to review the types of courses they are taking and may wish to take? Do they need special services?

6. If the projected enrollments for 1975-1980 are not exceeded, how do we plan our curricular offerings faced with increased costs and no real increase in revenue?

7. How can we do a better job of attracting high school graduates so that the percentage who attend SMCCD Colleges returns to 44% rather than the current 32%? Why has the percentage of high school graduates enrolling the following fall in SMCCD dropped more dramatically from some high school districts than others?

8. Should the SMCCD focus attention on identifying sectors of the population not presently attending one of its District Colleges? Should it attempt to develop educational courses and instructional methods to reach identifiable potential student populations?

PROJECTION OF SAN MATEO COMMUNITY COLLEGE
DISTRICT DAY ENROLLMENT AS OF OCTOBER

	1969	1970	1971	1972	1973	1974	Proj. 1975 Min Max	Proj. 1976 Min Max	Proj. 1977 Min Max	Proj. 1978 Min Max	Proj. 1979 Min Max	Proj. 1980 Min Max
Local High School Seniors *	F 68 7,938 45.45%	F 69 8,369 40.98%	F 70 8,279 44.01%	F 71 8,286 36.04%	F 72 7,928 32.71%	F 73 8,005 31.48%	F 74 8,119 32% 44%	F 75 8,021 32% 44%	F 76 7,975 32% 44%	F 77 8,074 32% 44%	F 78 7,946 32% 44%	F 79 7,683 32% 44%
Local Public High School Graduates Enrolling in SMCCD	3,608	3,430	3,644	2,986	2,593	2,520	2,560 3,575	2,570 3,530	2,550 3,500	2,580 3,550	2,540 3,500	2,460 3,380
Local Private High School Graduates Enrolling in SMCCD	242	232	197	185	145	207	200 200	200 200	200 200	200 200	200 200	200 200
Other High School Graduates Enrolling in SMCCD	1,543	1,406	868	1,587	1,643	1,431	1,400 1,400	1,400 1,400	1,400 1,400	1,400 1,400	1,400 1,400	1,400 1,400
Continuing Students	5,357	6,470	6,735	6,741	6,582	6,915	7,000 7,100	7,100 7,250	7,200 7,400	7,200 7,500	7,200 7,600	7,200 7,720
Transfer Students	930	683	562	578	1,204	1,754	1,800 1,800	1,800 1,900	1,800 2,000	1,800 2,100	1,800 2,200	1,800 2,300
Returning Students	624	964	1,080	1,118	934	1,319	1,400 1,400	1,400 1,500	1,400 1,600	1,400 1,700	1,400 1,800	1,400 2,000
Total SMCCD Enrollment	12,304	13,185	13,086	13,195	13,101	14,146	14,360 15,475	14,470 15,780	14,550 16,100	14,580 16,450	14,540 16,700	14,460 17,000

*Predictions of total enrollments for the past several years has been based upon the percentage of high school seniors from the local public high schools who have entered the Colleges the following fall semester. For many years this percentage was about 44%. Starting with Fall Semester 1972 this percentage has dropped to a present average of about 32%. These two percentages have been taken as minimum and maximums of the projected numbers of high school seniors who will enroll in the Colleges the fall semester.

PROJECTED ENROLLMENTS
IN
SAN MATEO COUNTY
PUBLIC HIGH SCHOOLS

TABLE 1a

	Oct.71	%	Oct.72	%	Oct.73	Ave %	Est.	Oct.75	Oct.76	Oct.77	Oct.78	Oct.79	Oct.80
12th	8286		7928		8005		8119	8021	7975	8074	7946	7683	7516
		90.83		90.23		90.50							
11th	8728		8872		8971		8863	8812	8922	8780	8490	8356	
		95.60		95.53		95.50							
10th	9280		9391		9281		9227	9343	9194	8890	8698		
		99.80		100.72		100.00							
9th	9410		9215		9227		9343	9194	8890	8698			
		103.81		103.49		103.50							
8th	8877		8916		9027		8883	8590	8404				
		99.02		98.66		98.80							
7th	9004		9150		8991		8695	8506					
		100.26		99.69		99.70							
6th	9126		9019		8721		8532						
		99.03		98.88		99.00							
5th	9107		8820		8618								

Note: The October report, Bulletin #7A figures for the total number of high school 12th graders does not agree with the totals reported by the high schools. For this table we have used the County Bulletin figures. The figures do not include La Honda-Pescadero or County School Service students.

TABLE 1b-1

PERCENTAGE OF HIGH SCHOOL SENIORS WHO ENROLL IN SAN MATEO JUNIOR COLLEGE DISTRICT THE FOLLOWING YEAR

SOURCE OF INFORMATION: SAN MATEO COUNTY SCHOOLS OCTOBER REPORTS

HIGH SCHOOL DISTRICTS	SRS. 1968	SMJCD REG 1969	%	SRS. 1969	SMJCD REG 1970	%	SRS. 1970	SMJCD REG 1971	%	SRS. 1971	PRED. SMJCD REG 1972	%
Cabrillo	111	40	36.03	121	42	34.71	159	40	25.15	159	40	25.1
Jefferson	1,576	618	39.21	1,592	570	35.80	1,621	705	43.49	1,658	721	43.4
San Mateo	2,748	1,397	50.83	2,848	1,300	45.64	2,795	1,276	45.65	2,860	1,304	45.5
Sequoia	2,755	1,172	42.54	2,976	1,178	39.58	2,927	1,099	37.54	2,807	1,055	37.5
South San Francisco	748	381	50.93	832	340	40.86	777	524	67.43	802	540	67.3
TOTAL	7,938	3,608	45.45	8,369	3,430	40.98	8,279	3,644	44.01	8,286	3,660	44.1

1. Based upon previous historical information, we normally receive 44.17% of the seniors of our local high schools as new fall enrollees; and the prediction for fall 1972 enrollment is shown above.

2. Table VI shows the high percentage increase in the number of South San Francisco High School District students who enroll as compared with the lower percentage of the Sequoia High School District students who enroll.

SMJCD
March 1972

TABLE 1b-2

PERCENTAGE OF HIGH SCHOOL SENIORS WHO ENROLL IN SAN MATEO COMMUNITY COLLEGE DISTRICT THE FOLLOWING YEAR

High School Dists.	Srs. Oct.71	Proj. SMCCD Reg. F72	SMCCD Reg. F72	%	Srs. Oct.72	SMCCD Reg. F73	%	Srs. Oct.73	Proj. SMCCD Reg. F74	SMCCD Reg. F74	%
Cabrillo	159	40	70	44.0	164	44	26.8	173	57	56	32.37
Jefferson	1,658	721	657	39.6	1,674	500	37.2	1,686	556	448	26.57
San Mateo	2,860	1,304	1,010	35.3	2,650	1,008	33.4	2,700	891	967	35.81
Saquoia	2,807	1,055	961	34.2	2,590	784	30.2	2,570	848	778	30.27
So. San Francisco	802	540	288	35.9	850	257	30.0	876	289	271	30.94
TOTAL	8,286	3,660	2,986	36.0	7,928	2,593	32.7	8,005	2,641	2,520	31.48

Source of Information: San Mateo County Schools October Reports (7A)

TABLE 2-1

CANADA - CLASS LEVEL

Fall 1969

	DAY	PERCENT	EVENING	PERCENT
High School Students	N/A		N/A	
Regular Freshmen	2205	78%	2096	73%
Sophomore	540	19%	401	14%
60 Units +	26	1%	64	2%
A.A. Degree	15	1%	54	2%
B.A. Degree	25	1%	252	9%
Total	2811	100%	2867	100%

Fall 1971

	DAY	PERCENT	EVENING	PERCENT
High School Students	18		37	
Regular Freshmen	2223		1969	
All Freshmen	2241	70%	2006	70%
Sophomore	784	25%	304	11%
60 Units +	102	3%	163	5%
A.A. Degree	33	1%	84	3%
B.A. Degree	29	1%	310	11%
Total	3189	100%	2867	100%

Fall 1973

	DAY	PERCENT	EVENING	PERCENT
High School Students	42		38	
Regular Freshmen	2006		2196	
All Freshmen	2048	65%	2234	59%
Sophomore	682	21%	435	11%
60 Units +	137	4%	230	6%
A.A. Degree	90	3%	160	4%
B.A. Degree	225	7%	771	20%
Total	3182	100%	3830	100%

MASTER PLANNING STAFF
February, 1975

TABLE 2-2

COLLEGE OF SAN MATEO - CLASS LEVEL

Fall 1969

	DAY	PERCENT	EVENING	PERCENT
High School Students	N/A		N/A	
Freshmen	5213	68%	5766	70%
Sophomore	2292	30%	1629	20%
60+	105	1%	201	2%
AA	48	.5%	122	1%
BA +	38	.5%	524	7%
Total	7696	100%	8242	100%

Fall 1971

	DAY	PERCENT	EVENING	PERCENT
High School Students	69		5	
Freshmen	4978		3639	
All Freshmen	5047	68%	3644	64%
Sophomore	1842	25%	850	15%
60+	445	6%	553	10%
AA	63	.5%	146	2%
BA+	63	.5%	537	9%
Total	7460	100%	5730	100%

Fall 1973

	DAY	PERCENT	EVENING	PERCENT
High School Students	84		29	
Freshmen	4792		3869	
All Freshmen	4876	67%	3898	55%
Sophomore	1717	23%	1117	16%
60+	416	6%	762	11%
AA	102	1%	231	3%
BA+	188	3%	1020	15%
Total	7299	100%	7028	100%

MASTER PLANNING STAFF
February,1975

TABLE 2-3

SKYLINE - CLASS LEVEL

Fall 1969	DAY	PERCENT	EVENING	PERCENT
High School Students	N/A		N/A	
Regular Freshmen	1574	88%	1161	69%
Sophomore	158	9%	244	14%
60 Units +	31	2%	80	5%
A.A. Degree	24	1%	60	4%
B.A. Degree	10		128	8%
Total	1797	100%	1673	100%
Fall 1971				
High School Students	25		48	
Regular Freshmen	1770		1665	
All Freshmen	1795	74%	1713	75%
Sophomore	536	22%	252	11%
60 Units +	71	3%	100	4%
A.A. Degree	11		70	3%
B.A. Degree	24	1%	170	7%
Total	2437	100%	2305	100%
Fall 1973				
High School Students	32		37	
Regular Freshmen	1776		1756	
All Freshmen	1808	69%	1793	66%
Sophomore	611	23%	375	14%
60 Units +	135	5%	172	6%
A.A. Degree	23	1%	79	3%
B.A. Degree	47	2%	291	11%
Total	2624	100%	2710	100%

MASTER PLANNING STAFF
February, 1975

TABLE 3

DISTRIBUTION OF SEXES

CAÑADA COLLEGE

FALL 1969	DAY	PERCENT	EVENING	PERCENT
Male	1,614	57%	1,572	53%
Female	1,197	43%	1,389	47%
FALL 1971				
Male	1,725	54%	1,306	43%
Female	1,464	46%	1,716	57%
FALL 1973				
Male	1,473	46%	1,461	37%
Female	1,709	54%	2,485	63%

COLLEGE OF SAN MATEO

FALL 1969				
Male	4,806	62%	4,946	60%
Female	2,890	38%	3,296	40%
FALL 1971				
Male	4,419	59%	3,557	56%
Female	3,041	41%	2,848	44%
FALL 1973				
Male	4,070	56%	4,196	54%
Female	3,229	44%	3,592	46%

SKYLINE COLLEGE

FALL 1969				
Male	1,096	61%	916	55%
Female	701	39%	757	45%
FALL 1971				
Male	1,374	56%	1,041	45%
Female	1,063	44%	1,264	55%
FALL 1973				
Male	1,365	52%	1,231	45%
Female	1,259	48%	1,479	55%

TABLE 4

COMPARISON OF GENERAL POPULATION TO COMMUNITY COLLEGE ENROLLMENTS IN SIX GEOGRAPHIC AREAS

District	Fall Enrollment 1969	Fall Enrollment 1973	% Change 69-73	1974	% Change 73-74	Population of Service Area	1974 Enrollments as % of Population
San Mateo CC District (3 colleges)							
Day	12,304	13,101	6.5	14,146	8.0	556.7	2.5
Evening	12,782	13,548	6.0	14,158	4.5		2.8
Total	25,086	26,649	6.2	28,304	6.2		5.3
Coast CC District (2 colleges)							
Day	11,212	17,980	60.4	23,902	32.9	500.0	4.8
Evening	13,292	20,134	51.5	23,514	16.8		4.7
Total	24,504	38,114	55.5	47,416	24.4		9.5
Foothill CC District (2 colleges)							
Day	9,850	12,562	27.5	13,723	9.2	335.0	4.1
Evening	8,154	11,897	45.9	14,417	21.2		4.3
Total	18,004	24,459	35.9	28,140	15.0		8.4
Los Rios CC District (3 colleges)							
Day	16,414	20,628	25.7	21,340	3.5	797.0	2.7
Evening	6,826	11,609	70.1	13,751	18.5		1.7
Total	23,240	32,237	38.7	35,091	8.9		4.4
North Orange CC District (2 colleges)							
Day	12,698	16,503	30.0	17,838	8.1	500.0	3.6
Evening	5,972	9,051	51.6	10,115	11.8		2.0
Total	18,670	25,554	36.9	27,953	9.4		5.6
Peralta CC District (5 colleges)							
Day	12,612	17,170	36.1	19,913	16.0	589.0	3.4
Evening	3,420	5,759	68.4	8,614	49.6		1.5
Total	16,032	22,929	43.0	28,527	24.4		4.8

1/ Coast and Rancho Santiago Community College Districts both appear to claim the population of Garden Grove, as Garden Grove is not officially associated with either district.

Sources: Prepared by the District Planning Staff from information received February 1975 from Central Office of Districts, Personnel Department, Plus North Orange Community College District; Planning Department, Coast Community College District, November 1974; Chancellor's Office, Los Rios Community District, October, 1974; De Anza and Foothill Colleges Mini-Report, 1972; 1970 Census of Population, General Population Characteristics, California; Publication Services, Peralta Community College District, November, 1974.

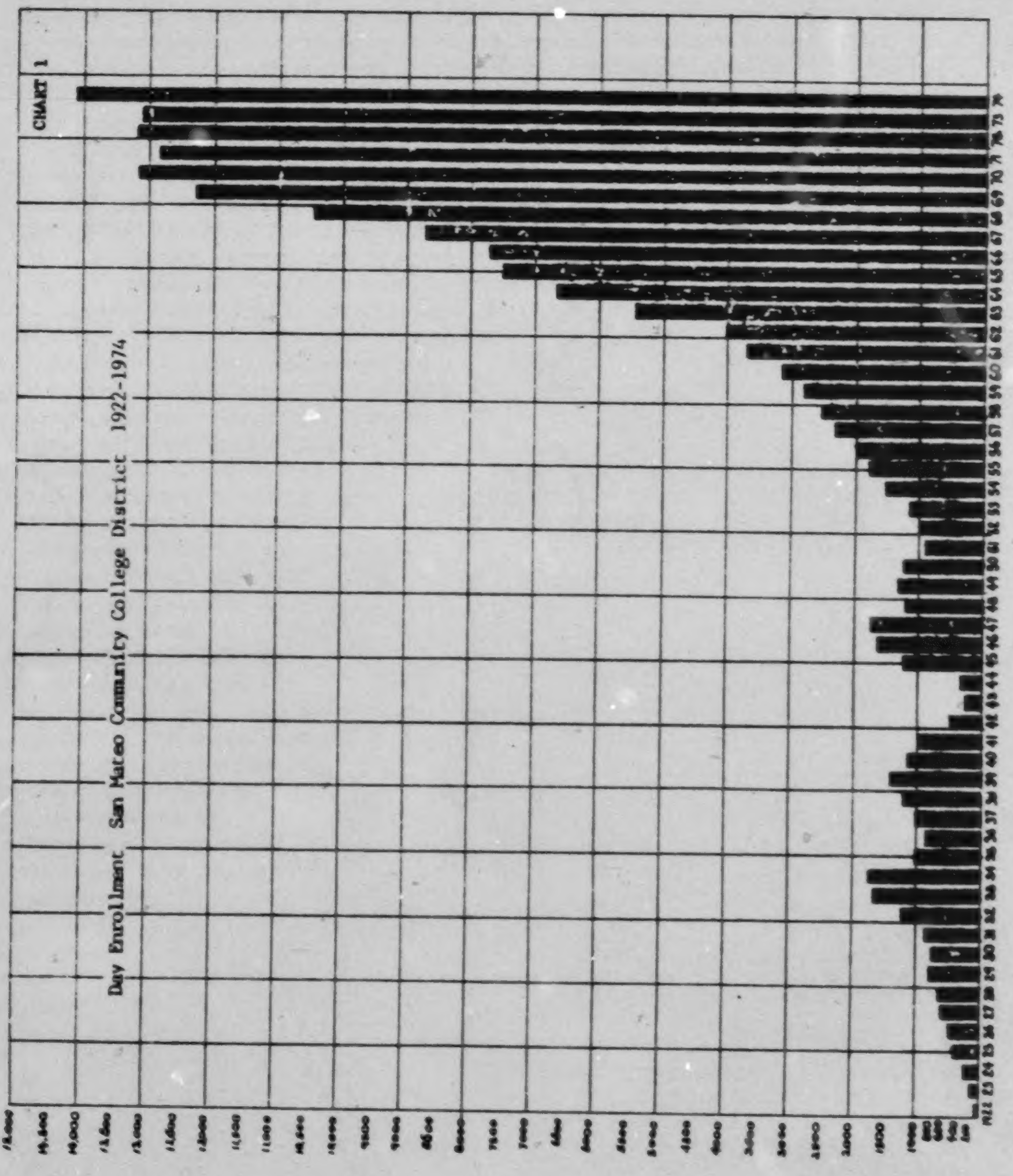


CHART 1
Day Enrollment San Mateo Community College District 1922-1974

CHART 2

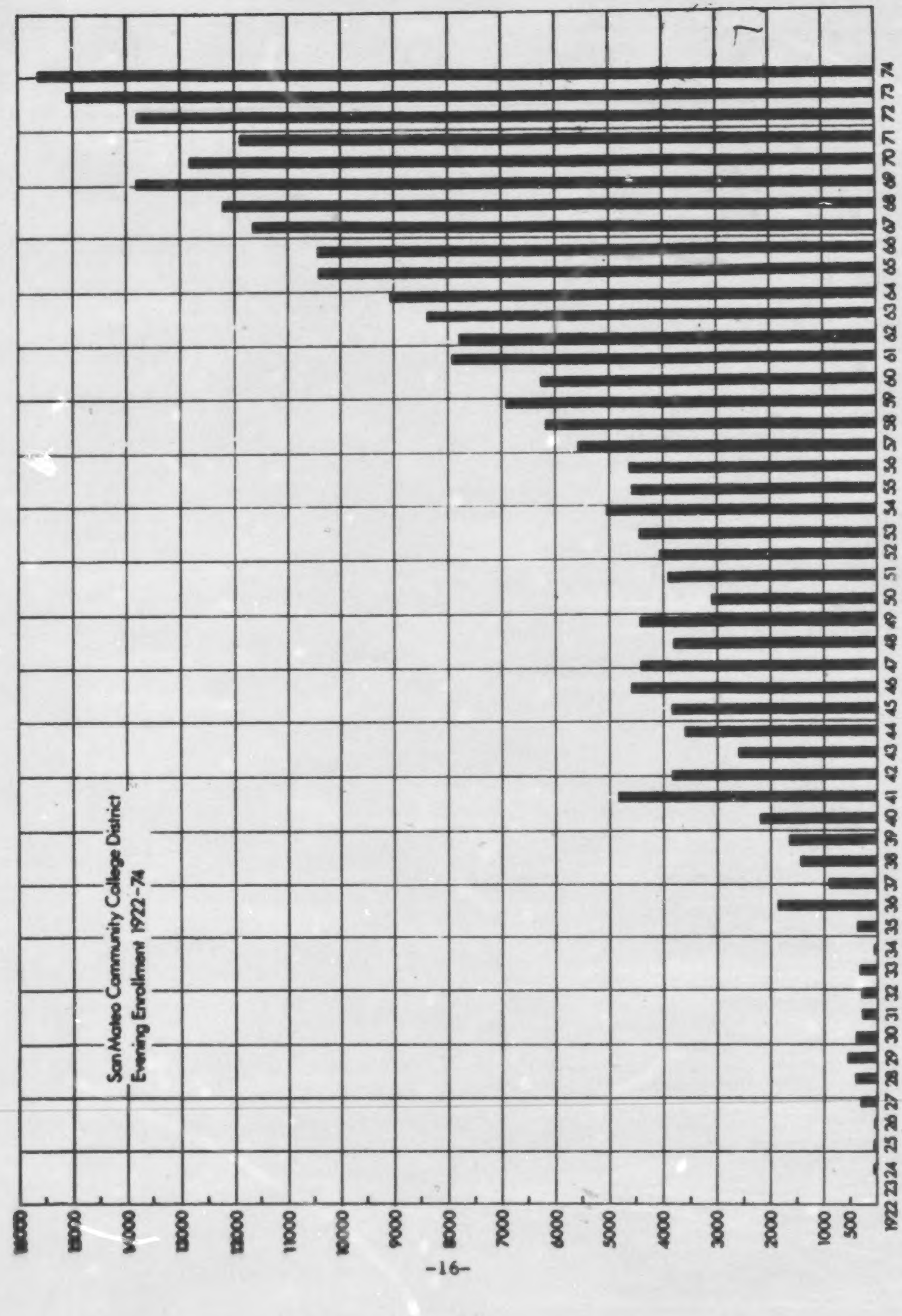
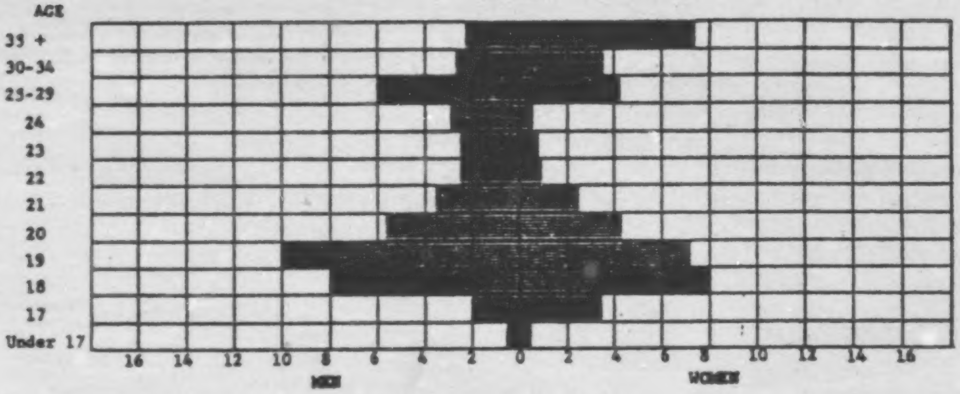

San Mateo Community College District
Evening Enrollment 1922-74
16000
15000
14000
13000
12000
11000
10000
9000
8000
7000
6000
5000
4000
3000
2000
1000
500
1922 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74

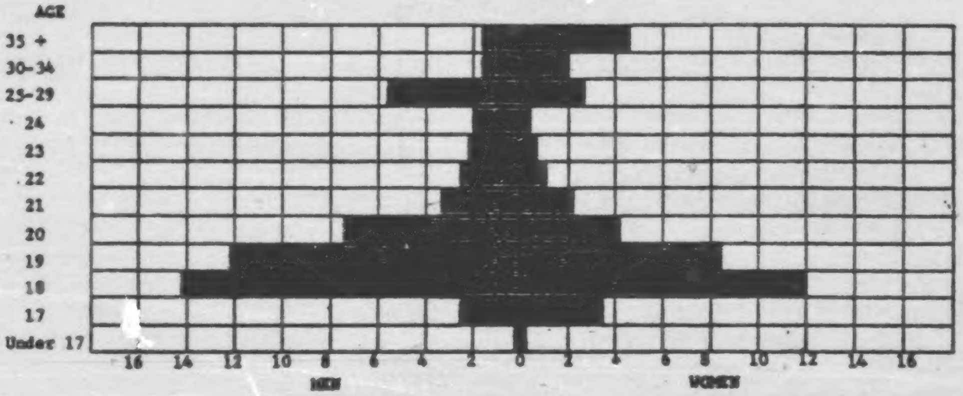
CHART 3-1

PERCENT OF TOTAL DAY STUDENT POPULATION BY COLLEGE
1973

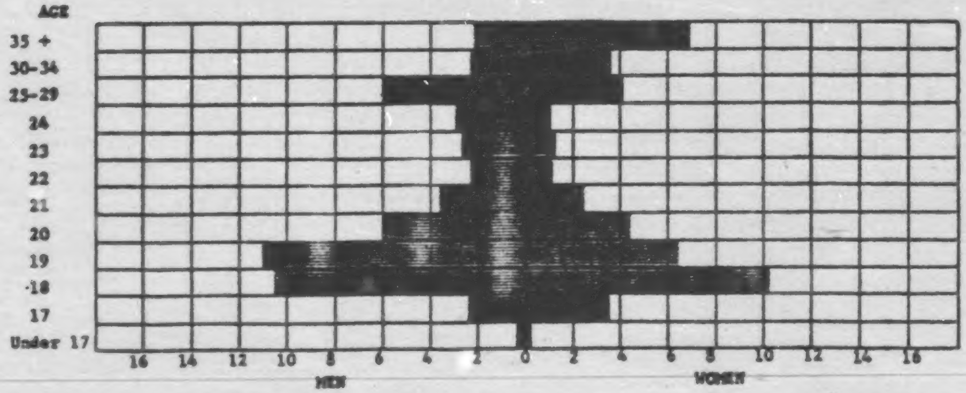
CANADA



COLLEGE OF SAN MATEO

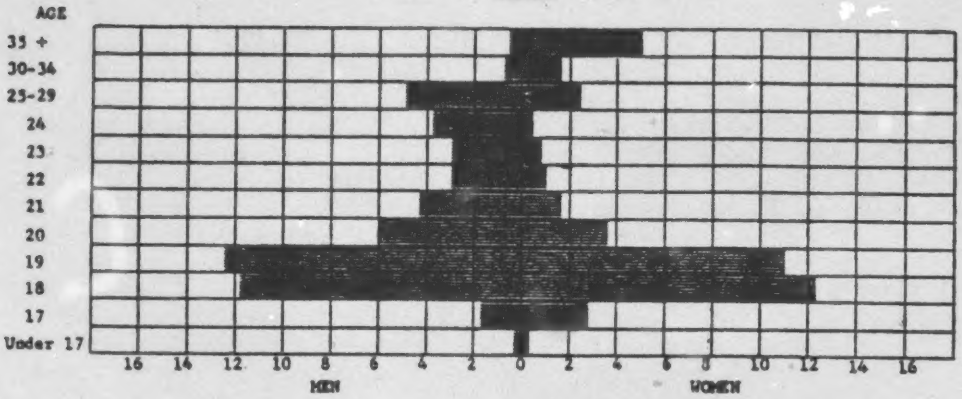


SKYLINE

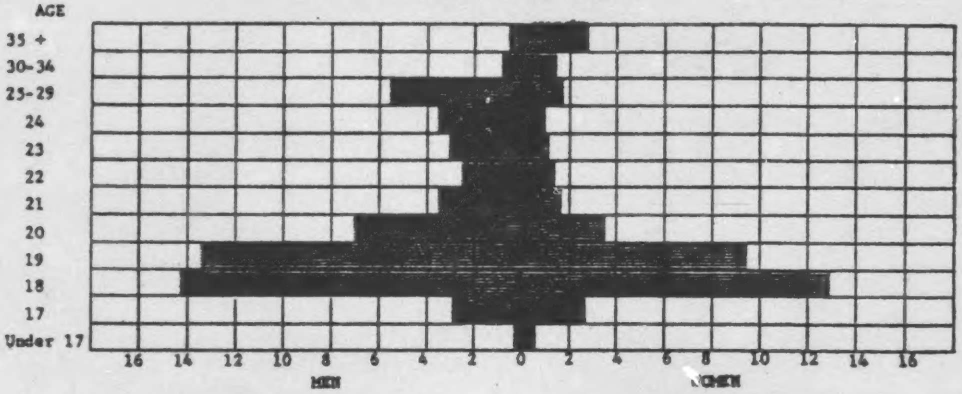


PERCENT OF TOTAL DAY STUDENT POPULATION BY COLLEGE CHART 3-2
1971

CANADA



COLLEGE OF SAN MATEO



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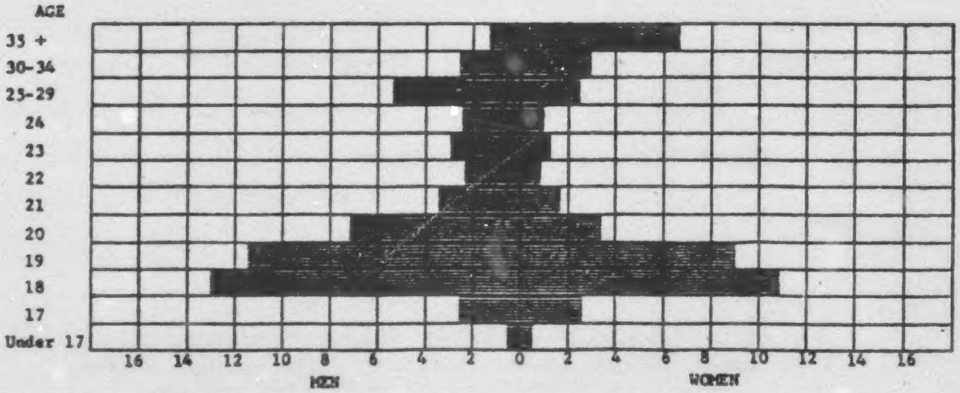
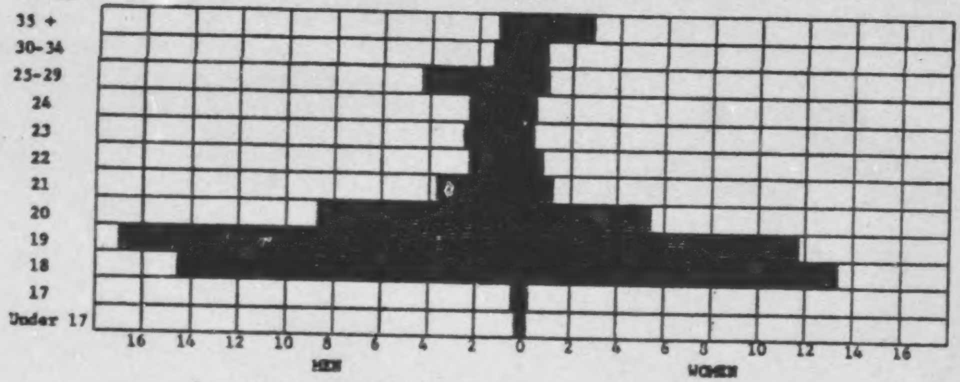


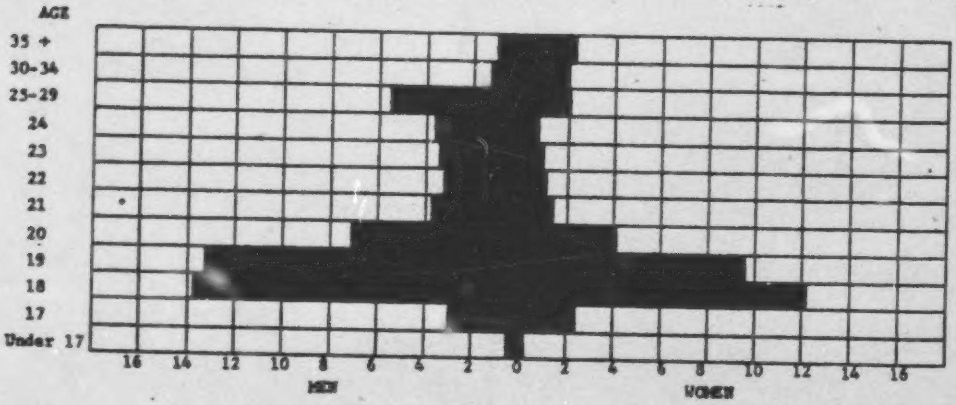
CHART 3-3

PERCENT OF TOTAL DAY STUDENT POPULATION
DISTRICT

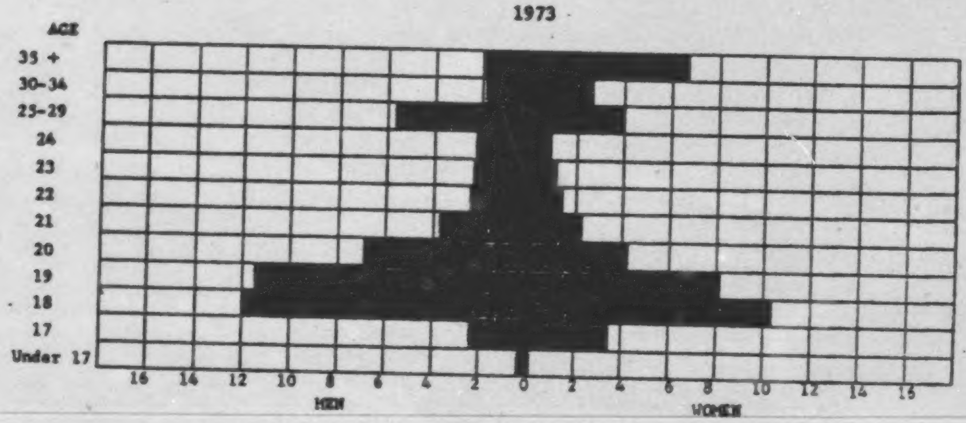
1967



1971



1973



Technical Report

Number 6

COMPARISON OF STUDENT PROFILE (1969, 1971, 1973)

COMPARISON OF STUDENT PROFILE
FOR 1969, 1971, AND 1973

Introduction

This technical report contains a description of the characteristics of students attending college in the San Mateo Community College District (SMCCD or District). In order for the District to better serve its students, it is important that some basic student characteristics and needs be identified. This information is being sought in a number of ways by the District planning staff.

- A student profile has been compiled from attendance records for students attending each of the District's three colleges for the Fall of 1969, 1971, and 1973.

  Note: These three base years have been used by the District planning staff to compile data about programs, students, and District operations so that recent trends might be identified.

- A written survey instrument has been administered to a sample of students currently enrolled at each college as well as to a sample of twelfth graders at feeder high schools in the District.

- A written survey instrument has been administered to a random sample of community residents in the District.

The findings from the latter two methods of identifying student needs will be reported in separate technical reports; the student profile and trends established through an analysis of student attendance records is the topic of this report.

Data Collection Methods

The District planning staff reviewed various student attendance reports and historical records from each college for each of the three base years mentioned above. Two of the colleges have made descriptive student profile reports which were used to compile data for this report.

Student records from the registrar's office at each college were used to obtain student characteristics and the District data processing center was able to verify such records and provide additional data.

Summary of Findings on Student Characteristics

The information gained from the sources mentioned above provided the basis for identifying the patterns and trends of the students attending college in the SMCCD. The key findings are summarized and reported in this section. Supporting tables appear at the end of this technical report.

1. Last year (1973-74) the three District colleges awarded 1,988 Associate of Arts degrees and 1,021 certificates of completion for various occupational programs. CSM awarded 56.6 percent of the degrees and 43.4 percent of the certificates in the District. See Table 1.
2. As a pattern, the proportion of students served by the District over the age of 25 increased between 1971 and 1973. In 1971, 16.4 percent of day students were over age 25; by 1973, 23.6 percent were over age 25. See Table 2.
3. Between 1971 and 1973 the percent of students over age 25 increased at Cañada from 15.9 percent to 32.4 percent; the percent changed from 14.7 percent to 18.9 percent at CSM; and at Skyline the percent changed from 22.2 percent to 25.7 percent. See Table 2.
4. An initial review of the enrollments at each college from the 20 identified communities within the District indicates that Brisbane, Colma, Daly City, Menlo Park-East Palo Alto, Redwood City, San Bruno, and South San Francisco have divided attendance patterns among the District's colleges. See Table 3.
5. Among the 20 identified communities, Redwood City and San Mateo provide nearly one third of the District's day enrollment (31.1%) and evening enrollment (31.7%). These

two cities comprise 23.2 percent of the county's population. Out-of-district students comprise 3.0 percent of the day and 7.7 percent of the evening enrollment. See Table 4.

6. In relation to their size, East Palo Alto, Daly City, and South San Francisco appear to be underrepresented in both day and evening enrollments. See Table 4.

7. In 1969 about 61 percent of the District's day students were male. In 1973 about 53 percent were male. CSM and Skyline colleges have followed the District pattern of having predominantly male student bodies even though there has been a shift toward serving a larger portion of women students; in 1973 more than half of the day student enrollments at Cañada were women (54%). See Figure 1.

8. In 1971 District evening student enrollments were evenly divided between men and women. In 1973, 52.3 percent of the evening students were women. Women in evening courses outnumbered men students at both Cañada and Skyline. See Figure 2.

9. Although statistical information on ethnic enrollments in the District is not complete, available information indicates that between 1969 and 1973 total ethnic enrollments in day courses doubled in number from 1,444 to 2,925. In the evening, ethnic enrollments doubled from 954 to 1,937. See Table 5.

10. The percent of identified Spanish surnamed students served by the District during the day increased from 2.0 percent in 1969 to 5.7 percent in 1973. There was an increase of nearly three times the number of Spanish surnamed students enrolled in both day and evening. See Table 5.

11. Attendance data indicate that black student enrollments increased from 4.1 percent in 1969 to 5.1 percent of total District day enrollment. Evening enrollment data show a similar growth pattern. See Table 5.

12. Available information for 1973 indicates that 22.4 percent of the District's day students were of minority ethnic backgrounds; 14.3 percent of the evening enrollments were of minority ethnic backgrounds. See Table 5.

13. In 1973 the largest proportion of ethnic minority day students at Cañada were Spanish surnamed (6.9%) and black (5.8%); at CSM the largest proportion were Oriental (4.7%) and Spanish surnamed (3.9%); and at Skyline the largest proportion were Spanish surnamed (9.1%) and black (8.5%). See Table 5.

Other findings on student characteristics not indicated by tables contained in this report are:

14. In 1974 there was a higher percent of Oriental students as sophomores than any other group of students, minority or majority. (37.7% of the Oriental male students were sophomores compared with 31.6% male Caucasians and 31.4% of the Oriental women students were sophomores compared with 30.8% of Caucasian women students.)

    Note: Sophomores are defined as students who have received credit for 30 units or more of collegiate-level course work.

15. The average unit load carried by SMCCD day students decreased at all colleges between 1969 and 1973. In 1969 all colleges had an average unit load for day students of 12 units or more. In 1973 no college reached the 12 unit average load for day students. The average for Cañada day students was 10.4 units; for CSM it was 11.5; and for Skyline it was 11.9 units.

16. The average unit load carried by SMCCD evening students increased from 3.9 units in 1969 to 4.3 units in 1973.

General Conclusions

The key findings presented in this technical report indicate the following student enrollment patterns.

- The average age of students attending SMCCD colleges is older.
- More women students are attending SMCCD colleges and are comprising a greater proportion of the student bodies at each college.
- Evening course enrollments are increasing at a faster rate than day course enrollments; however, more than two-thirds of the District course enrollments are served during the day.
- Student attendance patterns from the 20 identified communities in the District vary widely with over 30 percent of the total District enrollments in both day and evening courses residing in two cities (Redwood City and San Mateo).
- Students with minority ethnic backgrounds are attending SMCCD colleges in larger numbers and recent information shows that 22.4 percent of total day enrollments are minority students while 14.3 percent of the evening students have various minority ethnic backgrounds.
- Day students have shown a trend toward carrying lower unit loads so that in 1973 the average unit load was below 12 units. At the same time, average unit loads for evening students has increased from 3.9 to 4.3 units.

The Planning Implications of Student Profile

The student profile trends outlined in this technical report raise a number of planning issues.

1. What implications are there for instructional course offerings in both day and evening programs by the shift toward older students? More women students?
2. Traditionally the Coordinating Council for Higher Education has reviewed facility needs and capital expansion programs in light of *day* enrollments. What impact does the increasing evening enrollment pattern of the SMCCD have on this mode of planning and funding?
3. In light of the relatively uneven student attendance patterns from various communities in the District, should more intensive publicity and student recruitment be given a priority? Should more programs be offered out in the community?
4. In light of the ethnic characteristics of the students served by the SMCCD, should more intensive counseling effort be placed on attracting minority students?
5. What districtwide reporting system should be established for obtaining consistent and comparable information on student characteristics and attendance data from the college?

These questions and issues are not exhaustive nor mutually exclusive. This technical report is not intended to provide the answers or recommendations on such issues. However, the information contained in this report should be considered by the District staff and the various planning committees at the college and District level who are involved with the current planning effort.

Table 1

COMPARISON OF SMCCD ASSOCIATE OF ARTS DEGREES AND CERTIFICATES AWARDED BY COLLEGE 1973-74

	Summer 1973		Fall 1973		Spring 1973		Year Totals			
	AA	Cert	AA	Cert.	AA	Cert	AA	Percent	Cert	Percent
Cañada	63	3	118	19	284	42	465	87.9%	64	12.1%
CSM	124	0	310	376	631	442	1,065	56.6	818	43.4
Skyline	57	0	134	17	267	127	458	76.7	139	23.3
District	244	3	562	412	1,182	606	1,988	66.1	1,021	33.9

Source: Compiled from District records by District Planning Staff, December 1974.

Table 2

COMPARISON OF SMCCD ENROLLMENTS BY AGE
1971 AND 1973 1/

College	Age Groupings 15-19 Years 1971	 1973	 20-24 Years 1971	 1973	 25-34 Years 1971	 1973	 35-44 Years 1971	 1973	 45+ Years 1971	 1973
Cañada										
% Day Students	53.3%	40.2%	30.8%	27.4%	10.0%	17.0%	2.9%	7.9%	3.0%	7.5%
% Evening Students	10.7	8.3	27.4	19.6	31.3	35.7	14.3	16.7	16.3	19.8
CSM										
% Day Students	56.4	54.2	28.9	27.0	10.5	12.4	2.7	3.8	1.5	2.7
% Evening Students	6.6	7.8	26.5	24.0	35.3	36.0	16.3	15.6	15.3	16.6
Skyline										
% Day Students	50.3	45.8	27.5	28.1	14.0	16.5	6.0	6.5	2.2	3.2
% Evening Students	14.5	10.9	26.7	22.7	32.9	38.3	14.0	14.9	11.9	13.1
District										
% Day Students	54.5	49.1	29.1	27.3	11.0	14.3	3.4	5.3	2.0	4.0
% Evening Students	9.4	8.6	26.8	22.5	33.7	36.4	15.3	15.7	14.8	16.8

Note: Cañada, 1971 - N=3,189 Day, N=2,867 Evening
1973 - N=3,182 Day, N=3,830 Evening

CSM, 1971 - N=7,460 Day, N=5,730 Evening
1973 - N=7,299 Day, N=7,028 Evening

Skyline, 1971 - N=2,437 Day, N=2,305 Evening
1973 - N=2,620 Day, N=2,714 Evening

District, 1971 - N=13,086 Day, N=10,902 Evening
1973 - N=13,101 Day, N=13,572 Evening

1/ No comparable data were available for 1969.

Source: Compiled by District planning staff from District records, December 1974.

Table 3

PERCENT DISTRIBUTION OF ENROLLMENTS IN SMCCD COLLEGES BY CITY OF RESIDENCE FALL 1973

City	Cañada Day	Cañada Evening	CSM Day	CSM Evening	Skyline Day	Skyline Evening	District[1/] Day	District[1/] Evening
Atherton								
Day N=159	80.5%		18.2%		1.3%		100.0%	
Evening N=135		77.0%		23.0%		--		100.0%
Belmont								
Day N=671	15.1		83.8		1.2		100.1	
Evening N=906		16.2		83.1		0.7%		100.0
Brisbane								
Day N=34	2.9		44.1		52.9		99.9	
Evening N=57		1.8		73.7		24.6		100.1
Burlingame								
Day N=712	5.1		87.6		7.3		100.0	
Evening N=711		5.6		84.0		10.4		100.0
Colma								
Day N=91	--		38.5		61.5		100.0	
Evening N=58		1.7		31.0		67.2		99.9
Daly City								
Day N=1,274	1.3		40.7		58.1		100.1	
Evening N=767		2.7		28.0		69.2		99.9
Foster City								
Day N=391	5.4		91.6		3.1		100.1	
Evening N=582		7.4		91.4		1.2		100.0

[1/] Variances in percentage totals due to rounding of figures.

Table 3 (Cont'd.)

City	Cañada		CSM		Skyline		District	
	Day	Evening	Day	Evening	Day	Evening	Day	Evening
Half Moon Bay 1/								
Day N=201	11.9%		78.6%		9.5%		100.0%	
Evening N=359		11.4%		81.3%		7.2%		99.9%
Hillsborough								
Day N=212	7.1		91.0		2.0		100.1	
Evening N=155		9.0		85.8		5.2		100.0
Menlo Park								
Day N=734	75.6		24.1		0.3		100.0	
Evening N=685		75.3		24.5		0.2		100.0
East Palo Alto								
Day N=199	68.3		30.2		1.5		100.0	
Evening N=183		73.2		26.8		--		100.0
Millbrae								
Day N=527	3.8		78.6		17.7		100.1	
Evening N=434		2.3		68.4		29.3		100.0
Pacifica								
Day N=720	1.1		24.7		74.2		100.0	
Evening N=747		3.1		28.7		68.3		100.1
Portola Valley								
Day N=130	84.6		15.4		--		100.0	
Evening N=96		78.1		21.9		--		100.0
Redwood City								
Day N=1,810	70.2		29.6		0.3		100.1	
Evening N=2,066		71.9		27.9		0.2		100.0

1/ Includes El Granada, Miramar, Montara, Moss Beach.

Table 3 (Cont'd.)

City	Cañada		CSM		Skyline		District	
	Day	Evening	Day	Evening	Day	Evening	Day	Evening
San Bruno								
Day N=785	1.4%		44.6%		54.0%		100.0%	
Evening N=984		4.5%		41.4%		54.2%		100.1%
San Carlos								
Day N=667	46.9		51.6		1.5		100.0	
Evening N=841		44.9		53.8		1.3		100.0
San Mateo								
Day N=2,247	5.9		92.7		1.4		100.0	
Evening N=2,475		7.5		91.2		1.3		100.0
South San Francisco								
Day N=929	1.7		48.7		49.6		100.0	
Evening N=789		4.6		34.7		60.7		100.0
Woodside								
Day N=183	84.7		13.7		1.6		100.0	
Evening N=171		78.4		20.5		1.2		100.1
Out of District								
Day N=385	20.0		42.3		37.7		100.0	
Evening N=1,104		33.4		38.7		27.9		100.0

Source: Compiled from District records by District Planning Staff, December 1974.

Table 4

SMCCD DAY AND EVENING ENROLLMENTS BY CITY OF RESIDENCE - FALL 1973

Enrollments City of Residence	District				Percent of County Population[2]
	Day		Evening		
	Number	Percent	Number	Percent	
Atherton	159	1.2	135	0.9	1.4%
Belmont	671	5.1	906	6.3	4.4
Brisbane	34	0.3	57	0.4	0.5
Burlingame	712	5.5	711	5.0	4.9
Colma	91	0.7	58	0.4	--
Daly City	1,274	9.8	767	5.4	12.3
Foster City	391	3.0	582	4.1	3.3
Half Moon Bay[1]	201	1.5	359	2.5	1.0
Hillsborough	212	1.6	155	1.1	1.5
Menlo Park	734	5.6	685	4.8	4.6
East Palo Alto	199	1.5	183	1.3	
Millbrae	527	4.0	434	3.0	3.7
Pacifica	720	5.5	747	5.2	6.5
Portola Valley	130	0.1	96	0.7	0.9
Redwood City	1,810	13.9	2,066	14.4	9.5
San Bruno	785	6.0	984	6.9	6.6
San Carlos	667	5.1	841	5.9	4.5
San Mateo	2,247	17.2	2,475	17.3	13.7
South San Francisco	929	7.1	789	5.5	8.3
Woodside	183	1.4	171	1.2	0.8
Out of District	385	3.0	1,104	7.7	--
TOTAL	13,062		14,305		

1/ Includes El Granada, Miramar, Montara, Moss Beach.

2/ San Mateo County Planning Office, data for January 1974.

Source: Compiled from District records by District Planning Staff, December 1974.

Table 5

COMPARISON OF ENROLLMENTS
BY ETHNIC BACKGROUND - FALL 1969, 1971, 1973[1/]

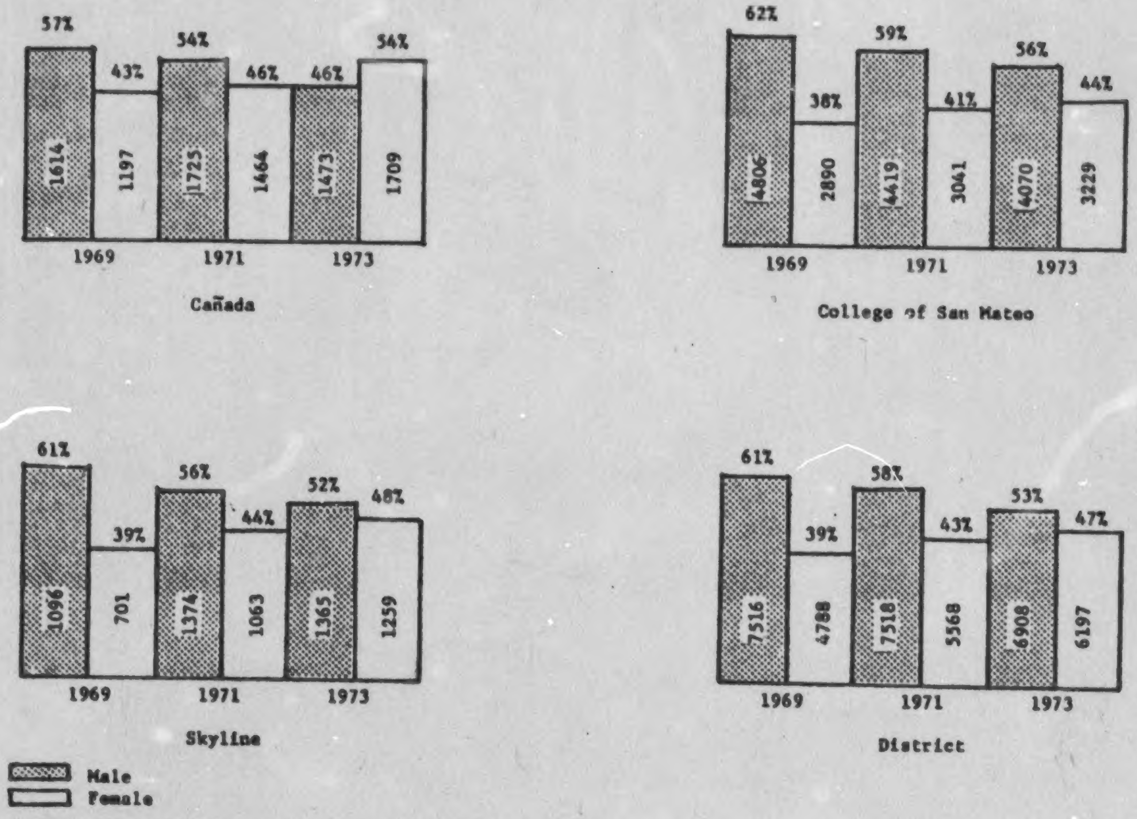
Enrollments	American Indian			Black			Oriental			Spanish Surname			Other Nonwhite		
	69	71	73	69	71	73	69	71	73	69	71	73	69	71	73
Cañada															
Day, Number	5	14	14	145	230	186	45	44	54	46	90	219	52	78	117
Percent	0.2	0.4	0.4	5.2	7.2	5.8	1.7	1.4	1.7	1.6	2.8	6.9	1.8	2.4	3.7
Evening, Number	4	17	15	137	205	196	28	44	44	36	98	134	42	163	110
Percent	0.1	0.6	0.4	4.6	7.1	5.1	1.0	1.5	1.2	1.1	3.4	3.5	1.4	5.7	2.9
CSM															
Day, Number	7	18	20	289	256	254	327	341	343	125	215	288	143	179	635
Percent	0.1	0.2	0.3	3.8	3.4	3.4	4.2	4.5	4.7	1.6	2.8	3.9	1.9	2.4	8.7
Evening, Number	13	16	17	178	168	168	170	137	217	67	130	229	99	84	282
Percent	0.2	0.3	0.2	2.2	3.0	2.4	2.1	2.4	3.1	0.8	2.3	3.3	1.2	1.5	4.0
Skyline															
Day, Number	5	7	13	69	131	224	56	84	122	75	196	239	55	86	197
Percent	0.2	0.3	0.5	3.8	5.4	8.5	3.1	3.4	4.6	4.2	8.0	9.1	3.1	3.5	7.5
Evening, Number	5	10	15	39	89	131	37	59	101	67	135	166	36	39	112
Percent	0.3	0.4	0.6	2.3	3.9	4.8	2.2	3.0	3.7	4.0	5.9	6.1	2.2	1.7	4.1
District															
Day, Number	17	39	47	503	617	664	428	469	519	246	501	746	250	343	949
Percent	0.1	0.2	0.4	4.1	4.7	5.1	3.5	3.6	4.0	2.0	3.8	5.7	2.0	2.6	7.2
Evening, Number	22	43	47	354	462	495	235	240	362	166	363	529	177	286	504
Percent	0.2	0.4	0.3	2.8	4.2	3.7	1.8	2.2	2.7	1.3	3.3	3.9	1.4	2.6	3.7

[1/] Non-credit enrollments are not included in enrollments totals.

Source: Compiled from District records by District Planning Staff, December 1974.

Figure 1

COMPARISON OF DAY STUDENT ENROLLMENT BY SEX
1969 - 1971 - 1973



Cañada

College of San Mateo

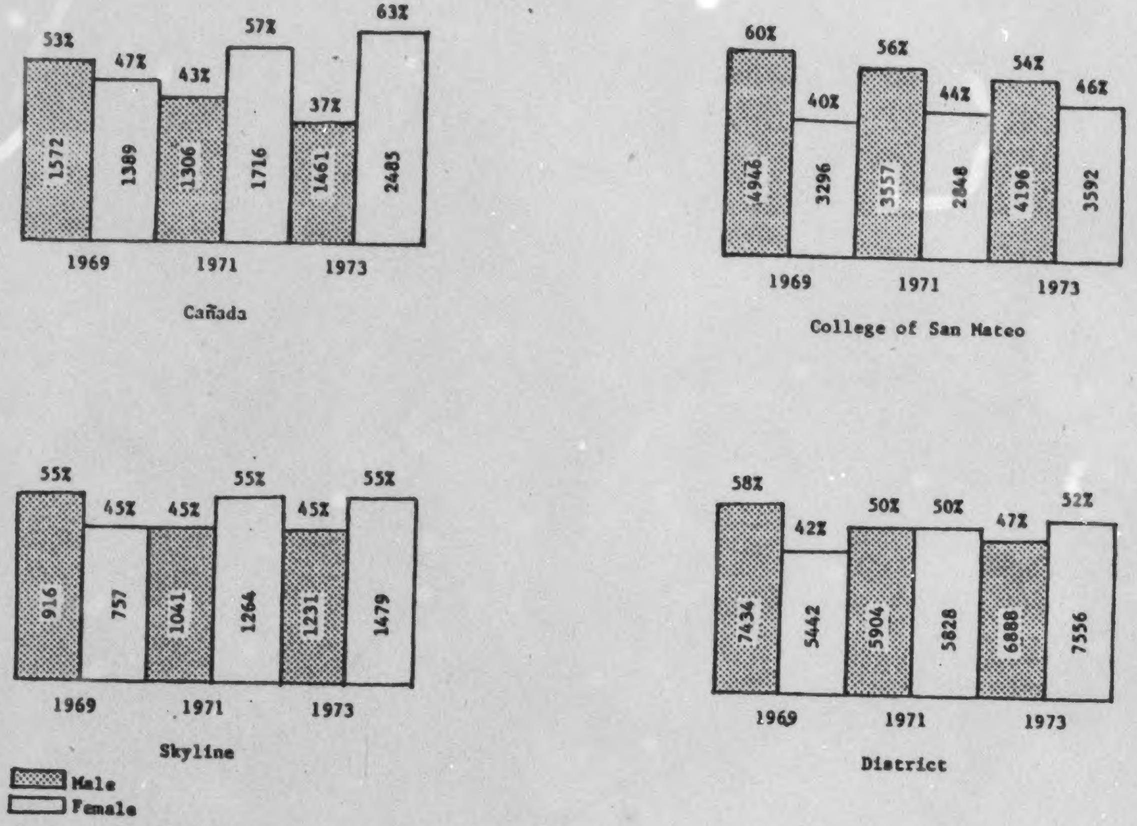
Skyline

District

Source: Compiled from District records, November 1974.

Figure 2

COMPARISON OF EVENING STUDENT ENROLLMENT BY SEX
1969 - 1971 - 1973



Source: Compiled from District records, December 1974.

Technical Report

Number 7

CERTIFICATED STAFF PROFILE

TABLE OF CONTENTS

Introduction . . . . Page 1

Source of Data 1

Definitions 1

Summary of Key Findings and Conclusions 2

Relationship with Mission Statements and Goals, and Implications for Planning 5

Supporting Data

Employment Status 7
Years of Service 8
Age/Sex Histogram 9
Age/Sex Tables 10
Ethnic Background/Sex 18
Academic Degrees Held 21
Location of Residence 24
Evening Faculty/Day Faculty . . . 25

Certificated Staff Profile

Fall 1974

Introduction

This report presents a profile of the characteristics of the faculty and administrators of the District. The information contained herein becomes a part of the sizeable collection of data describing the District as it is at this time, a data base designed for use in arriving at decisions concerning future educational programs and services.

The principal staff characteristics analyzed in this report include employment status, years of service, age, sex, ethnic background, academic degrees held, and location of residence.

Data are tabulated separately for each of the four operating units (the three Colleges and the District Office). Three general categories are used to identify employees: administrators, day faculty, and evening faculty. All administrators in the District are included in this profile, including the twelve classified (non-certificated) administrators. Where appropriate, data are summarized across operating units and/or employee categories.

Source of Data

The Personnel Information System, maintained on a magnetic tape file by the District Data Processing Center, is the sole source of the data reported herein. This tape file is continuously updated with record additions (when new employees are added to the payroll), changes (of address, salary, credential), and deletions (terminations).

These changes in the Personnel tape file are made at frequent intervals, so that on any given day the contents should accurately describe the staff as of that day (or week, at least). A "snapshot" of the file was taken on one day in October, 1974. This picture was produced in the form of a deck of punched cards, which were processed to yield the present analysis.

Definitions

It is important to establish an understanding of the meaning of terms used in this report, as a number of the words used might be subject to multiple interpretations.

A certificated employee is an instructor, counselor, librarian, nurse, administrator, or other employee who requires a state credential to be employed by the District.

A temporary certificated employee is a person employed to perform an assignment which is 60% or less of an assignment considered to be full time for a college year. Also categorized as temporary is a person who serves less than 75% of the school days in a college year, or a person who is under contract to an outside agency, or a person employed to serve as a replacement for an employee on leave of absence for a semester or a year, or for an employee experiencing a long term illness.

A first year contract (Contract I) certificated employee is a person employed by the Board of Trustees for a first year to serve on at least 75% of the school days in the college year to perform an assignment more than 60% of that considered to be full time, or a person who is employed to serve more than 75% of the cumulative hours that would have been served in a college year by a person serving full time in a similar position.

A second year contract (Contract II) certificated employee is a person reemployed by the Board of Trustees for a second year to serve on at least 75% of the school days in the college year to perform an assignment more than 60% of that considered to be full time, or a person who is reemployed to serve more than 75% of the cumulative hours that would have been served in a college year by a person serving full time in a similar position.

A regular (permanent) certificated employee is a person who has been appointed by the Board as a permanent tenured employee after the successful completion of service as a first or as a second year contract certificated employee.

Day faculty refers all instructors teaching (or serving as counselors, librarians, etc.) in the day program, full time or part time.

Evening faculty refers to those employed in the evening program, whether or not they are employed in the day program as well. All evening faculty are part time in that assignment.

Administrators includes division chairpersons, who are not included in the day faculty category.

Summary of Key Findings and Conclusions

A. Employment Status

The day faculty of the District consists of 564 persons, 450 (80%) of whom are full time, and 114 (20%) are part time. Cañada College has a faculty of 127, with 97 (76%) full time and 30 (24%) part time. College of San Mateo has a faculty of 319, with 256 (80%) full time and 63 (20%) part time. Skyline has a faculty of 118, with 97 (82%) full time and 21 (18%) part time.

437 of the 564 day faculty members in the District, constituting 77% of the day faculty, are permanent, tenured employees. The percentages of tenured faculty at the individual Colleges are as follows: Cañada - 76%, CSM - 81%, and Skyline - 69%.

Of the 709 members of the combined evening faculties, 242 (34%) are also members of the day faculty. The respective percentages of the three Colleges' evening faculties who are also on the day faculty are: Cañada - 31%, College of San Mateo - 36%, and Skyline - 34%.

B. Years of Service

The combined group consisting of all day faculty and all administrators in the District numbers 644 persons, of whom 56 (9%) have completed more than 18 years of service in the District. 62 (10%) have completed between 12 and 17 years of service. 239 (37%) have between 6 and 11 years of service.

189 (29%) have from 2 to 5 years, and 98 (15%) have less than 2 years of completed service.

357 (55%) of the 644 day faculty members and administrators in the District have completed six or more years of service. The respective percentages of day faculty in this category (six or more years) at each of the Colleges are: Cañada - 47%, CSM - 71%, and Skyline - 18%.

C. Age and Sex Distribution

Of the combined day faculties of the three Colleges (564 persons), 394 (70%) are men and 170 (30%) are women. 53 (9%) of the 564 are 30 years of age or younger. 191 (34%) are in the 31-40 age group. 175 (31%) are in the 41-50 age group. 124 (22%) are in the 51-60 age group, and 21 (4%) are 61 years of age or older. A total of 260 (46%) of the combined day faculties are men between 31 and 50 years of age.

Cañada's day faculty of 127 includes 94 (74%) men and 33 (26%) women. 69 (54%) of the 127 faculty members are 41 years of age or older.

College of San Mateo's day faculty of 319 includes 224 (70%) men and 95 (30%) women. 206 (65%) of the 319 faculty members are 41 years of age or older.

Skyline's day faculty of 118 includes 76 (64%) men and 42 (36%) women. 45 (38%) of the 118 faculty members are 41 years of age or older.

Of the combined evening faculties of the three Colleges (709 persons), 547 (77%) are men and 162 (23%) are women. 97 (14%) of the 709 are 30 years of age or younger. 246 (35%) are in the 31-40 age group. 224 (32%) are in the 41-50 age group. 120 (17%) are in the 51-60 age group, and 22 (3%) are 61 years of age or older. A total of 366 (52%) of the combined evening faculties are men between 31 and 50 years of age.

Cañada's evening faculty of 197 includes 157 (80%) men and 40 (20%) women. 89 (45%) of the 197 are 41 years of age or older.

College of San Mateo's evening faculty of 377 includes 302 (80%) men and 75 (20%) women. 222 (59%) of the 377 are 41 years of age or older.

Skyline's evening faculty of 135 includes 88 (65%) men and 47 (35%) women. 55 (41%) of the 135 are 41 years of age or older.

D. Ethnic Background

Of the combined day faculties of the three Colleges (564 persons), 494 (88%) are categorized as White, 25 (4%) are Black, 20 (4%) are Latin American, and 25 (4%) are Other Non-white.

Cañada's day faculty percentages are: White - 88%, Black - 5%, Latin American - 3%, Other Non-white - 4%.

College of San Mateo's day faculty percentages are : White - 89%, Black - 4%, Latin American - 3%, Other Non-white - 4%.

Skyline's day faculty percentages are : White - 82%, Black - 6%, Latin American - 7%, Other Non-white - 5%.

Of the combined evening faculties of the three Colleges (709 persons), 646 (91%) are categorized as White, 19 (3%) are Black, 23 (3%) are Latin American, and 21 (3%) are Other Non-white.

Cañada's evening faculty percentages are: White - 89%, Black - 5%, Latin American - 4%, Other Non-white - 2%.

College of San Mateo's evening faculty percentages are: White - 95%, Black - 1%, Latin American - 2%, and Other Non-white - 2%.

Skyline's evening faculty percentages are: White - 84%, Black - 4%, Latin American - 5%, and Other Non-white - 7%.

Of all the administrators in the District (80 persons), 68 (85%) are categorized as White, 7 (9%) are Black, 4 (5%) are Latin American, and 1 (1%) is Other Non-white.

Cañada administrators' percentages are: White - 88%, Black - 4%, Latin American - 4%, Other Non-white - 4%.

College of San Mateo administrators' percentages are: White - 89%, Black - 11%.

Skyline administrators' percentages are: White - 77%, Black - 6%, Latin American - 17%.

District Office administrators' percentages are: White - 83%, Black - 17%.

E. Academic Degrees Held

Of the combined day faculties of the three Colleges (564 persons), 62 (11%) hold an earned doctoral degree. 410 (73%) have a master's degree as their highest earned degree. 55 (10%) have a bachelor's degree as their highest degree. 15 (3%) have an associate's degree as their highest, and 22 (4%) do not hold an academic degree.

Cañada's day faculty percentages in these degree categories are: 10% doctorate, 79% master's degree, 8% bachelor's degree, 1% associate's degree, and 2% no degree.

College of San Mateo's day faculty percentages in these degree categories are: 14% doctorate, 67% master's degree, 11% bachelor's degree, 4% associate's degree, and 4% no degree.

Skyline's day faculty percentages in these degree categories are: 4% doctorate, 82% master's degree, 8% bachelor's degree, 2% associate's degree, and 4% no degree.

Of the combined evening faculties of the three Colleges (709 persons), 68 (10%) hold an earned doctoral degree. 384 (54%) have a master's degree as their highest earned degree. 144 (20%) have a bachelor's degree as their highest degree. 17 (2%) have an associate's degree as their highest, and 96 (14%) do not hold an academic degree.

Cañada's evening faculty percentages in these degree categories are: 10% doctorate, 54% master's degree, 23% bachelor's degree, 3% associate's degree, and 10% no degree.

College of San Mateo's evening faculty percentages in these degree categories are: 11% doctorate, 48% master's degree, 19% bachelor's degree, 3% associate's degree, and 19% no degree.

Skyline's evening faculty percentages in these degree categories are: 6% doctorate, 73% master's degree, 19% bachelor's degree, 1% associate's degree, and 2% no degree.

Of all the administrators in the District (80 persons), 13 (16%) hold an earned doctoral degree. 54 (68%) have a master's degree as their highest earned degree. 6 (8%) have a bachelor's degree as their highest degree, and 7 (9%) hold no academic degree.

Cañada administrators' percentages in these degree categories are: 4% doctorate, 87% master's degree, 4% bachelor's degree, and 4% no degree.

College of San Mateo administrators' percentages in these degree categories are: 33% doctorate, 63% master's degree, and 4% bachelor's degree.

Skyline administrators' percentages in these degree categories are: 11% doctorate, 72% master's degree, 11% bachelor's degree, and 6% no degree.

District Office administrators' percentages in these degree categories are: 8% doctorate, 33% master's degree, 17% bachelor's degree, and 42% no degree.

It should be noted that the statistics on degrees held were derived from the computerized records of the Personnel Information System (as were all the data presented in this report). It is quite probable that some faculty members and administrators hold degrees which are not recorded in the system, especially in cases where additional degrees would have no effect on salary.

F. Location of Residence

Of the combined day faculties of the three Colleges (564 persons), 233 (41%) live within a 5-mile radius of their work location. 142 (25%) live outside such a 5-mile radius, but within San Mateo County. 189 (34%) live outside San Mateo County.

Of all the administrators in the District (80 persons), 35 (44%) live within a 5-mile radius of their work location. 21 (26%) live outside such a 5-mile radius, but within San Mateo County. 24 (30%) live outside San Mateo County.

Relationship with Mission Statements and Goals, and Implications for Planning

- One of the proposed objectives of the District is to:

  > "provide programs to meet the changing needs of diverse groups, be responsive to social change, ..."

The data contained in this report indicate a high degree of homogeneity within the faculties of the three Colleges in terms of age, sex, and ethnic background. It seems axiomatic that more diversity within the faculties would enhance the District's ability to fulfill the above objective.

- Another proposed objective is to:

> "be responsive to all segments of the community ..."

Again, a more diverse staff would likely increase the District's responsiveness to and understanding of the needs of all segments of the community.

- Still another of the proposed objectives is to:

> "provide opportunities for multi-cultural program development, encourage enrollment of non-traditional college students, and implement effective affirmative action employment policies'

Once more it would appear that a more diverse professional staff would enhance the District's capabilities in multi-cultural program development, would increase the probability of effective recruitment of non-traditional students, and would demonstrate the effectiveness of affirmative action employment policies.

- The fact that 77% of the District-wide day faculty are permanent, tenured employees indicated considerable stability in staffing; furthermore, current economic conditions, together with the general oversupply of teachers in the profession, have had the effect of greatly reducing the number of voluntary terminations constituting turn-over. In short, the District's faculty will, in large part, remain stable over the next decade -- unless a significant increase in early retirements should occur.

- The figures on ethnic background and sex speak for themselves, pointing out the long distance the District will have to go in bringing these statistics for the professional staff into line with those of the population at large.

- The analysis of academic degrees held indicates that the typical faculty member holds the master's degree, the basic credentialing requirement for community college teaching in academic fields. The number of people with less than a master's degree is in line with the different credentialing requirements for instructors in certain vocational/technical fields.

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

EMPLOYMENT STATUS - DAY FACULTY

Cañada College	Full-Time	Part-Time	Total
Temporary	2	26	28
Contract I	-	-	-
Contract II	1	1	2
Permanent	94	3	97
	97	30	127

College of San Mateo	Full-Time	Part-Time	Total
Temporary	6	39	45
Contract I	9	2	11
Contract II	5	-	5
Permanent	236	22	258
	256	63	319

Skyline College	Full-Time	Part-Time	Total
Temporary	4	19	23
Contract I	5	-	5
Contract II	8	-	8
Permanent	80	2	82
	97	21	118

DISTRICT-WIDE	Full-Time	Part-Time	Total
Temporary	12	84	96
Contract I	14	2	16
Contract II	14	1	15
Permanent	410	27	437
	450	114	564

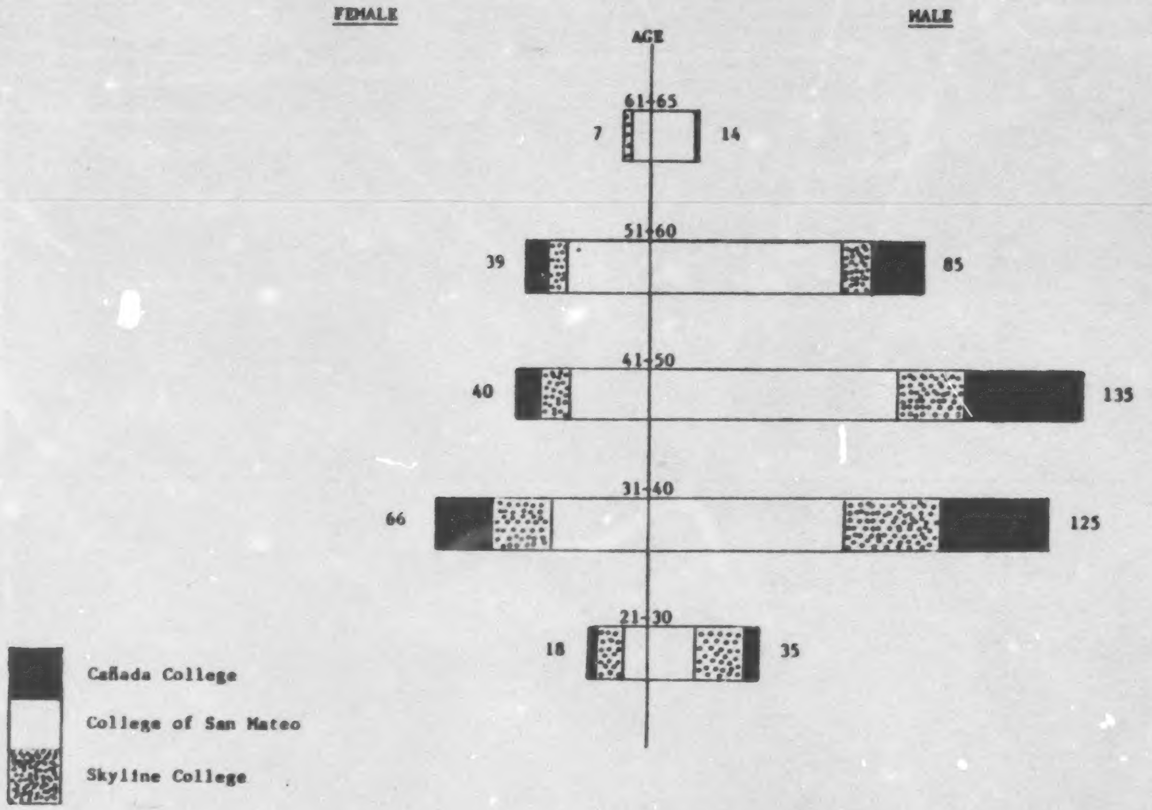
SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

CERTIFICATED STAFF - YEARS OF SERVICE

	0-1 Year	2-5 Years	6-11 Years	12-17 Years	18+ Years
Cañada Day Faculty	18	49	48	4	8
CSM Day Faculty	46	47	147	42	37
Skyline Day Faculty	28	69	13	8	-
All Administrators	6	24	31	8	11
Totals	98	189	239	62	56

Note: Employees in the 0-1 Year category have completed 0 or 1 year of service. They are currently in their first or second year of employment in the District.

DAY FACULTY


FEMALE
MALE
AGE
61-65
7
14
51-60
39
85
41-50
40
135
31-40
66
125
21-30
18
35
Cañada College
College of San Mateo
Skyline College

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

DISTRICT-WIDE DAY FACULTY

Age	Male	Female	Total
- 30	35	18	53
31 - 40	125	66	191
41 - 50	135	40	175
51 - 60	85	39	124
61 -	14	7	21
	394	170	564

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

CAÑADA COLLEGE - DAY FACULTY

Age	Male	Female	Total
- 30	6	2	8
31 - 40	33	17	50
41 - 50	37	6	43
51 - 60	17	8	25
61 -	1		1
	94	33	127

COLLEGE OF SAN MATEO - DAY FACULTY

Age	Male	Female	Total
- 30	14	8	22
31 - 40	61	30	91
41 - 50	77	25	102
51 - 60	59	26	85
61 -	13	6	19
	224	95	319

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

SKYLINE COLLEGE - DAY FACULTY

Age	Male	Female	Total
- 30	15	8	23
31 - 40	31	19	50
41 - 50	21	9	30
51 - 60	9	5	14
61 -		1	1
	76	42	118

SAN MATEO COMMUNITY COLLEGE DISTRICT

October, 1974

DISTRICT-WIDE EVENING FACULTY

Age	Male	Female	Total
- 30	58	39	97
31 - 40	192	54	246
41 - 50	174	50	224
51 - 60	104	16	120
61 -	19	3	22
	547	162	709

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

CAÑADA COLLEGE - EVENING FACULTY

Age	Male	Female	Total
- 30	21	9	30
31 - 40	59	19	78
41 - 50	51	9	60
51 - 60	18	3	21
61 -	8	-	8
	157	40	197

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

COLLEGE OF SAN MATEO - EVENING FACULTY

Age	Male	Female	Total
- 30	22	14	36
31 - 40	96	23	119
41 - 50	100	26	126
51 - 60	74	11	85
61 -	10	1	11
	302	75	377

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

SKYLINE COLLEGE - EVENING FACULTY

Age	Male	Female	Total
- 30	15	16	31
31 - 40.	37	12	49
41 - 50	23	15	38
51 - 60	12	2	14
61 -	1	2	3
	88	47	135

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

ETHNIC BACKGROUND BY SEX - DAY FACULTY

	Male		Female		Total	
	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time
Cañada College						
Black	5	0	1	0	6	0
Latin American	2	1	0	1	2	2
Other Non-white	2	3	0	0	2	3
White	70	11	15	16	85	27
	79	15	16	17	95	32
College of San Mateo						
Black	5	3	3	1	8	4
Latin American	4	2	1	1	5	3
Other Non-white	2	4	6	2	8	6
White	171	33	59	22	230	55
	182	42	69	26	251	68
Skyline College						
Black	2	0	2	3	4	3
Latin American	5	1	2	0	7	1
Other Non-white	0	1	4	1	4	2
White	56	11	22	8	78	19
	63	13	30	12	93	25
District-Wide						
Black	12	3	6	4	18	7
Latin American	11	4	3	2	14	6
Other Non-white	4	8	10	3	14	11
White	297	55	96	46	393	101
	324	70	115	55	439	125

ETHNIC BACKGROUND BY SEX - EVENING FACULTY

Cañada College	Male	Female	Total
Black	7	2	9
Latin American	4	4	8
Other Non-white	3	1	4
White	143	33	176
	157	40	197

College of San Mateo	Male	Female	Total
Black	4	-	4
Latin American	7	1	8
Other Non-white	6	2	8
White	285	72	357
	302	75	377

Skyline College	Male	Female	Total
Black	2	4	6
Latin American	5	2	7
Other Non-white	5	4	9
White	76	37	113
	88	47	135

DISTRICT-WIDE	Male	Female	Total
Black	13	6	19
Latin American	16	7	23
Other Non-white	14	7	21
White	504	142	646
	547	162	709

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

ETHNIC BACKGROUND BY SEX - ADMINISTRATORS

Cañada College	Male	Female	Total
Black	-	1	1
Latin American	1	-	1
Other Non-white	-	1	1
White	16	4	20
	17	6	23

College of San Mateo	Male	Female	Total
Black	3	-	3
White	21	3	24
	24	3	27

Skyline College	Male	Female	Total
Black	1	-	1
Latin American	3	-	3
White	13	1	14
	17	1	18

District Office	Male	Female	Total
Black	1	1	2
White	9	1	10
	10	2	12

DISTRICT-WIDE	Male	Female	Total
Black	5	2	7
Latin American	4	-	4
Other Non-white	-	1	1
White	59	9	68
	68	12	80

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

DEGREES HELD - DAY FACULTY

	Cañada	CSM	Skyline	Total
No Degree	3	14	5	22
Associate's Degree	1	12	2	15
Bachelor's Degree	10	36	9	55
Master's Degree	100	213	97	410
Doctorate	13	44	5	62
	127	319	118	564

SAN MATEO COMMUNITY COLLEGE DISTRICT October, 1974

DEGREES HELD - EVENING FACULTY

	Cañada	CSM	Skyline	Total
No Degree	20	73	3	96
Associate's Degree	6	10	1	17
Bachelor's Degree	46	73	25	144
Master's Degree	106	180	98	384
Doctorate	19	41	8	68
	197	377	135	709

SAN MATEO COMMUNITY COLLEGE DISTRICT

October, 1974

DEGREES HELD - ADMINISTRATORS

	Cañada	CSM	Skyline	District Office	Total
No Degree	1	-	1	5	7
Associate's Degree	-	-	-	-	-
Bachelor's Degree	1	1	2	2	6
Master's Degree	20	17	13	4	54
Doctorate	1	9	2	1	13
	23	27	18	12	80

SAN MATEO COMMUNITY COLLEGE DISTRICT

October, 1974

DISTANCE BETWEEN EMPLOYEE'S RESIDENCE AND WORK LOCATION

	Cañada College		College of San Mateo		Skyline College		District Office	Totals	
	Day Faculty	Admin.	Day Faculty	Admin.	Day Faculty	Admin.	Admin.	Day Faculty	Admin.
Residence within 5-mile radius of work location	61	9	149	12	23	8	6	233	35
Outside 5-mile radius, but within San Mateo County	25	8	76	7	41	3	3	142	21
Outside San Mateo County	41	6	94	8	54	7	3	189	24
Totals	127	23	319	27	118	18	12	564	80

EVENING FACULTY

	Cañada College	College of San Mateo	Skyline College	Totals
Number of full-time day faculty members also serving on the evening faculty	49	112	41	202
Number of part-time day faculty members also serving on the evening faculty	13	22	5	40
Number of evening faculty members who are not on the day faculty	135	243	89	467
Total number of evening faculty members	197	377	135	709

Technical Report

Number 8

ADMINISTRATIVE FUNCTIONS AND PATTERNS

ADMINISTRATIVE FUNCTIONS AND PATTERNS

Introduction

Every multi-unit community college district across the country is continually faced with the difficulties of clarifying the roles of each of its operating units in the responsibilities for specific functions. The San Mateo Community College District (SMCCD) is no exception, for here too the roles of the District office and the colleges must be clarified. In 1972, Cresap, McCormick, and Paget, Inc. in their review of the SMCCD administration noted that the meaning of "college autonomy" was not clear and that an "environment of divisiveness" existed between the colleges and the District.

This study as a part of the master planning process attempts to identify the perceptions of the management teams at the colleges and the District level regarding the responsibilities for specific functions. It is intended to provide the framework for understanding where unit responsibilities for a representative number of functions are perceived to be currently and where the colleges and the District office, as represented by their key personnel, think the responsibilities should be. These perceptions have been organized from the responses of the District's administrators, division chairpersons, and faculty leaders. Inasmuch as this survey exposes some specific areas needing further inquiry, it represents the first step toward clarification of the roles of the District office and the colleges.

Those using this material need to remind themselves that it does not lend itself to meaningful statistical analysis, nor does it provide answers on how to organize the administration for the most effective operation. It serves merely to identify those areas where conflicts in organization and operation are most likely to occur in this District.

Summary of Trends Revealed in the Survey

A review of the results of the functional survey suggests the following:

1. An overall shift in perceptions of "what is" and "what should be" from opposite poles to shared positions is

evidenced. This suggests a need for the District to consider sharing mechanisms such as forums, committees, and councils where groups of people across the District come together to accomplish functions.

> Note: This shift in perceptions can be judged neither a request for nor a denial of the need for more District personnel to effect sharing.

2. Program and student-related functions are perceived by most respondents as current college responsibilities. Respondents noted that this is the proper placement of such functions. However, the District office staff indicated some of the specific functions in these categories should be shared responsibilities.
3. The greatest disparity in perceptions between the colleges and the District was in fiscal and facilities-related functions.
4. In general, the colleges are consistent in their perceptions. College composite perceptions are consistent for 113 of the 165 functions for the "should be" responses and 136 of the 165 functions for the "is" responses.
5. The District office perceives a greater sharing of responsibilities for the listed functions than do the colleges. The District office indicated that 83 of the 165 functions listed should be shared; the colleges' responses ranged from 25 to 41 of the 165 functions that should be shared.

SUMMARY OF "SHOULD BE" RESPONSES FOR 165 FUNCTIONS

	Cañada	CSM	Skyline	District Office
College (C)	92	108	111	32
District (D)	10	10	4	17
Shared (S)	41	25	37	83
No conclusion	22	22	13	33

Limitations of the Data

The following items indicate some facts to consider in reviewing the data.

1. The survey was not designed for statistical analyses but to show the central tendencies of the perceptions of respondents regarding the most appropriate placement of functions - at the colleges or at the District level.
2. The survey list was prepared on the basis of a number of representative functions. One must be careful to read the results of this survey within the context of the functions listed.
3. The data does not indicate the degree to which sharing should occur; that is, although a function is marked as shared, it does not indicate the desired degrees of involvement by the operating units.
4. Where a wide variation of responses occurred, the variation may only indicate that the function as stated was not equally understood. For example, recruitment may mean different things to different operating units. The responses may indicate a difference in perceived roles of the units. In these cases the specific activities associated with the function may have to be separated and further clarified.

Survey Methodology

The Plan. For collecting data on current perceptions of administrative functional responsibilities, a survey instrument was developed from a previous instrument used by TAI. The instrument served as a tool for systematic gathering of data on a large number of functions from a large number of respondents. (See Appendix A.)

Developing the List of Functions

A review of the SMCCD formal policies and procedures and the District's governance statements, interviews with District office staff, and a meeting of the chief administrative officers of the District were undertaken to get a handle on the status of the existing functional relationships. From these front-end investigations a list of 165 functions was organized and prepared by seven members of the planning staff: Merle Cannon, Bob Fryckman, Josue Hoyos, Pat Manning, John Mullen, Jim Upton, and Judy Watkins. For convenience, the functions were categorized into six topical headings:

- Forty-two PERSONNEL RELATED functions
- Seventeen FACILITIES RELATED functions
- Twenty-six STUDENT RELATED functions
- Thirty-two PROGRAMS RELATED functions
- Thirty-one FISCAL RELATED functions
- Seventeen OTHER functions.

See Appendix B - sample form for list of functions.

Developing the Survey Instrument

A survey instrument and instruction sheet were prepared for each of the four District operating units (for sample form see Appendix B). The instrument was aimed at providing perceptions of "I am," "who is," and "who should be" responsible for listed functions. The "I am" and "who is" parts represent the perceptions of current functional responsibilities. The responses for this part identified the level of responsibility of specific positions by job title. Therefore, when further clarification of a particular function was required, that information was readily available.

In this part of the survey, the following levels of responsibility were identified by the respondent who marked the appropriate box on the survey instrument with either "P" or "S".

P - The person indicated has primary responsibility for this function. It should be no surprise when "P" initiates or completes it. Although asking others to help would be common, "P" is always expected to see that this function is done.

S - The individuals so indicated take secondary or shared positions of responsibility. That is, "S" assists "P" by completing portions of the functions, or by a group process several "S's" combine efforts to perform the function.

In addition to the position headings, two additional columns were provided: "no one is responsible" and "I don't know" (who is responsible).

The responses of the second part of the survey instrument represented opinions as to which operating unit should be responsible for the specific functions. In this part respondents did not have to identify the positions. Three columns were provided for answers: college, District (meaning District office), or shared.

Administering the Form

Planning staff members and a TAI person administered the survey at each of the three colleges; a planning staff member administered the survey at the District office. The time schedule was as follows:

	Date	Planning Staff Member	TAI Person
Cañada	11/22/74	Pat Manning	Merle Cannon
CSM	12/2/74	George Wallace	Merle Cannon
Skyline	12/3/74	Judy Watkins	Merle Cannon
District Office	1/20/75	Bob Fryckman	--

The survey form required from one to two and one-half hours to complete. Respondents were asked to move along in answering the "who is" portion to capture the initial true perception response; time to "think" of a response was not available to respondents. Thus they had to react immediately as though confronted with a situation involving the function.

The form was administered to a total of 92 administrators, division chairpersons, and faculty leaders (see Appendix A). Eighty-one (81) of those surveyed responded by completing the form.

SUMMARY OF RESPONDENTS TO
ADMINISTRATIVE FUNCTIONS SURVEY

	Adminis-trators	Division Chair-persons	Faculty	Totals
Cañada	10	7	2	19
College of San Mateo	12	11	4	27
Skyline	12	8	4	24
District Office	11	--	--	11
Totals	45	26	10	81

Tallying the Responses

To insure third-party objectivity, TAI undertook a tally of the responses. A tally of all responses into categories of college, District, or shared was made for both "is" and "should be" parts of the survey. For the "should be" part this was straightforward. For the "is" part it required the following standard rules of interpretation of responses:

- If one or more P's appeared in one and only one operating unit (District office or college), the function tallied would be judged the perceived responsibility of that unit.
- If one or more P's appeared in positions in both of the operating units, the perceived responsibility was tallied as "shared."
- If two or more S's appeared in positions of one and only one operating unit, the function tallied would be judged the perceived responsibility of that unit.
- If two or more S's appeared in positions in both of the operating units, the perceived responsibility was tallied as "shared."

- If one S alone appeared for the total response, the perceived responsibility was tallied as "shared." (There were very few of this limited response.)

After all tallies were complete, a composite of each operating unit's responses for "is" and "should be" was prepared. For the most part the composites represent an overwhelming number of similar responses. For the purposes of this analysis, the following rule was used:

> To be judged as the composite response, a particular unit had to receive at least two more responses than half of the total number of responses made for the specific function. (If 16 responses are made on the function of administrative data processing priorities and nine are marked "college" (C), the composite for this function is entered as "college.")

The composite responses by operating unit for "is" and "should be" are presented in Appendix C, Tables 1 and 2 respectively. Where a composite response did not meet the rule given above, the major responses are shown. (The notation "D/S" indicates the responses were approximately even between "District" and "shared" and that the total of these two represents the overwhelming number of responses on the function. The response with the largest tally is listed first; i.e., "D" in D/S.)

Presentation of Results to the Colleges

The results of the survey as provided in Appendixes C and D were distributed to each of the colleges at special meetings held with administrators and division chairperson.

Dates of presentations of survey results to college administrators were:

Cañada	April 2, 1975
Skyline	April 4, 1975
CSM	April 8, 1975.

The summary charts depicting gross perceptions as related to the five major functional headings (Programs, Student Related, Fiscal, Facilities. and Personnel Related) were displayed and discussed.

Central Tendency of Responses

To point up the central tendencies in the responses, TAI has clustered responses in the various major categories as though the colleges and the District office represent two distinct or polar positions on the following charts. Thus if most personnel responding agree that a particular function is currently ascribed to the colleges, this function would be placed graphically near the "college pole." If most agree that a function is currently found in the District office, then graphically this function would be placed near the "District pole." If respondents noted that the function is shared, or if the answers gave no clear picture of polarity, the function was placed on or near the center line between the poles.

To read the charts, note the two poles are identified as circles marked "College" and "District Office." Responses from college staff are shown as unshaded circles; responses from District staff are shaded. Distances from the center line were determined by inspection and evaluation by TAI staff and are tendency indicators rather than exact measurements.

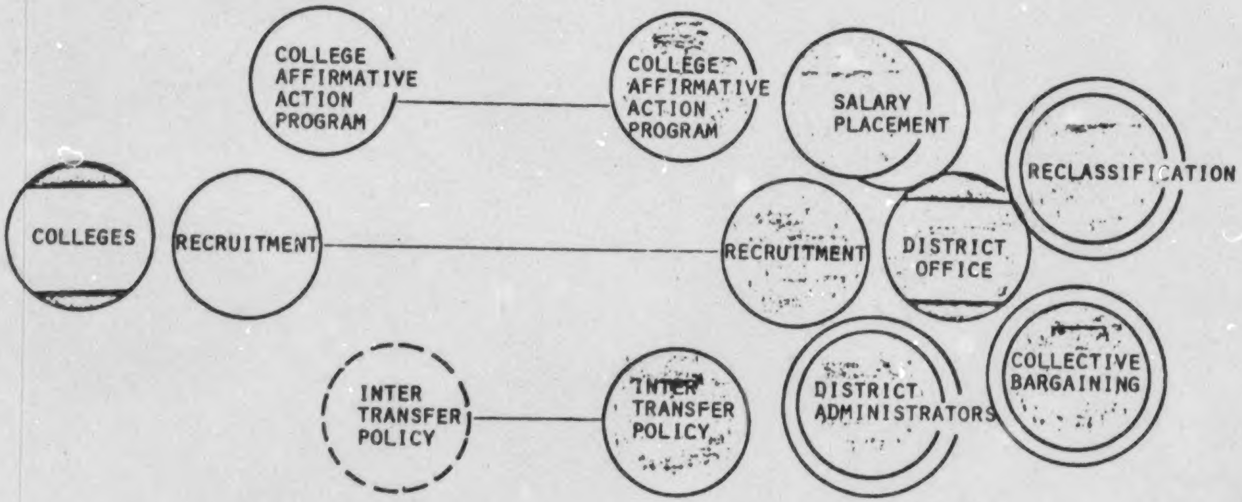
Two types of charts have been prepared in each of three major classifications: Personnel Related, Fiscal and Facilities Related, and Programs and Student Related. One type shows perceptions of current placement of functions; and the companion chart shows perceptions of how functions should be placed.

An examination of the two types of charts together reveals some interesting trends. In the Fiscal and Facilities Related areas both District and college personnel suggest greater sharing of responsibilities. Similarly in Personnel Related functions, the tendency is for both groups to suggest more shared responsibilities. The exceptions appear to be in affirmative action and recruiting, although answers to the latter appear to be the result of confusion over the definition. Answers related to the staff transfer function between colleges were indeterminate and have been shown with a dotted circle.

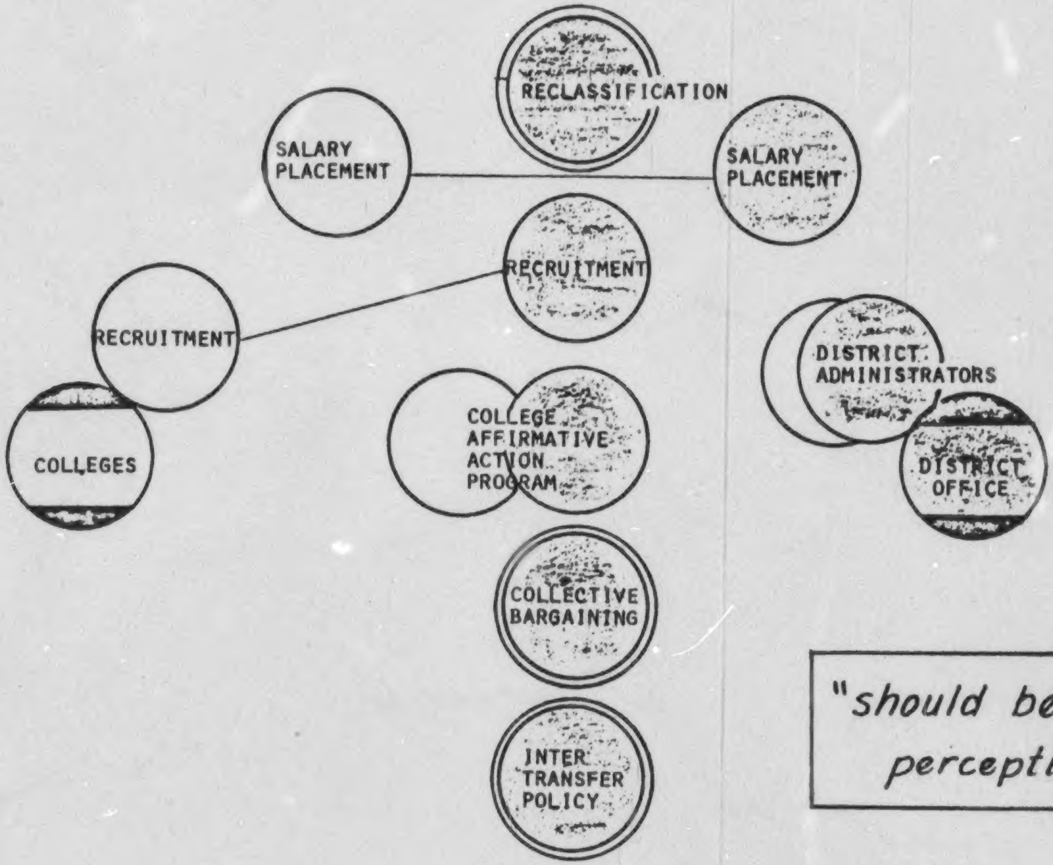
In the area of Programs and Student Related functions, the tendency is very strong to center these functions at the colleges, although District staff noted a greater desire for some further sharing in these functions.

Perceptions of current responsibilities...

Personnel Related


COLLEGE AFFIRMATIVE ACTION PROGRAM
COLLEGES
RECRUITMENT
INTER TRANSFER POLICY
COLLEGE AFFIRMATIVE ACTION PROGRAM
SALARY PLACEMENT
RECLASSIFICATION
RECRUITMENT
DISTRICT OFFICE
INTER TRANSFER POLICY
DISTRICT ADMINISTRATORS
COLLECTIVE BARGAINING

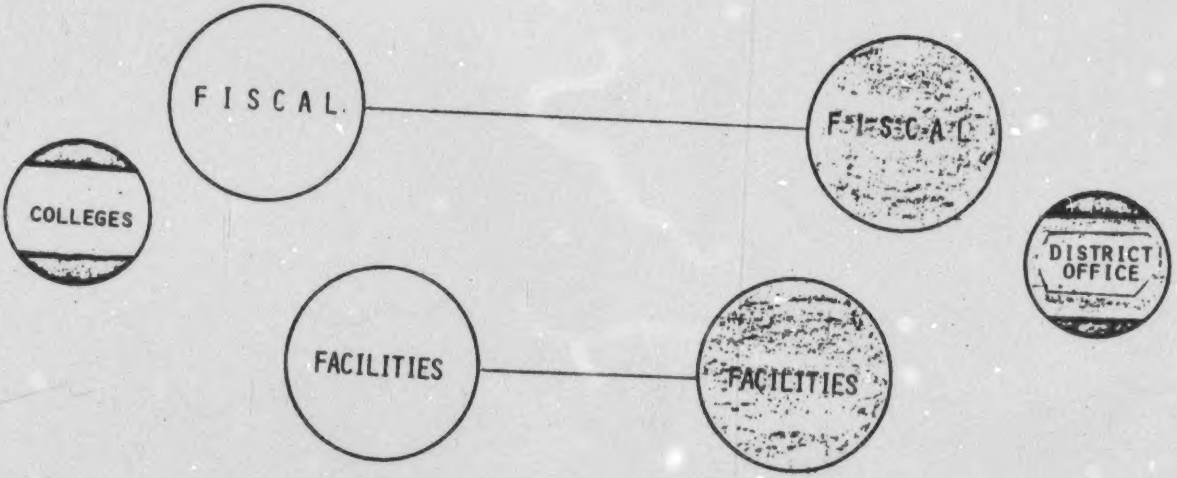
Personnel Related


RECLASSIFICATION
SALARY PLACEMENT
SALARY PLACEMENT
RECRUITMENT
RECRUITMENT
COLLEGES
DISTRICT ADMINISTRATORS
DISTRICT OFFICE
COLLEGE AFFIRMATIVE ACTION PROGRAM
COLLECTIVE BARGAINING
INTER TRANSFER POLICY

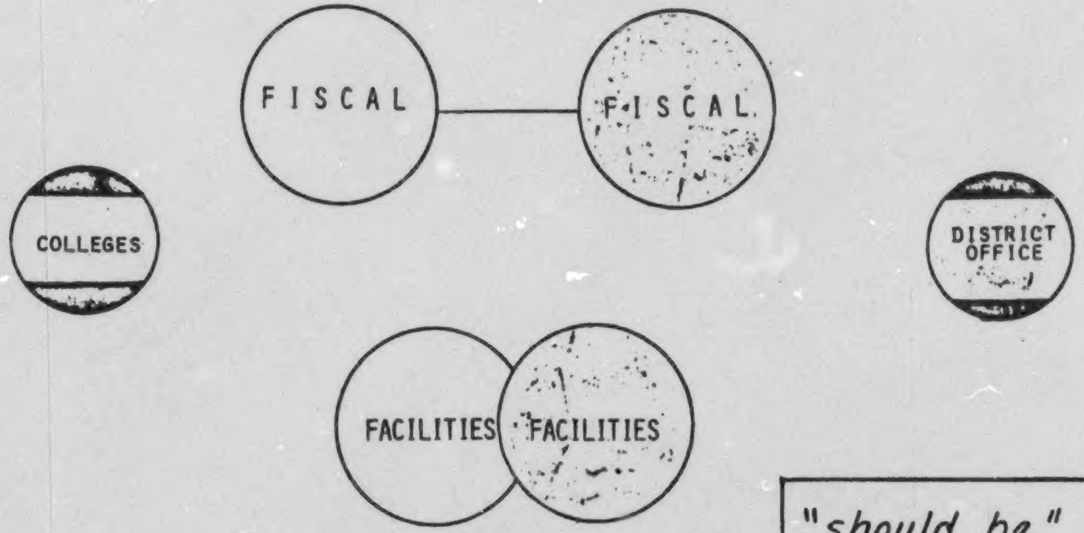
"should be" perceptions

Perceptions of current responsibilities...

Fiscal & Facilities Related


COLLEGES
FISCAL
FACILITIES
FISCAL
FACILITIES
DISTRICT OFFICE

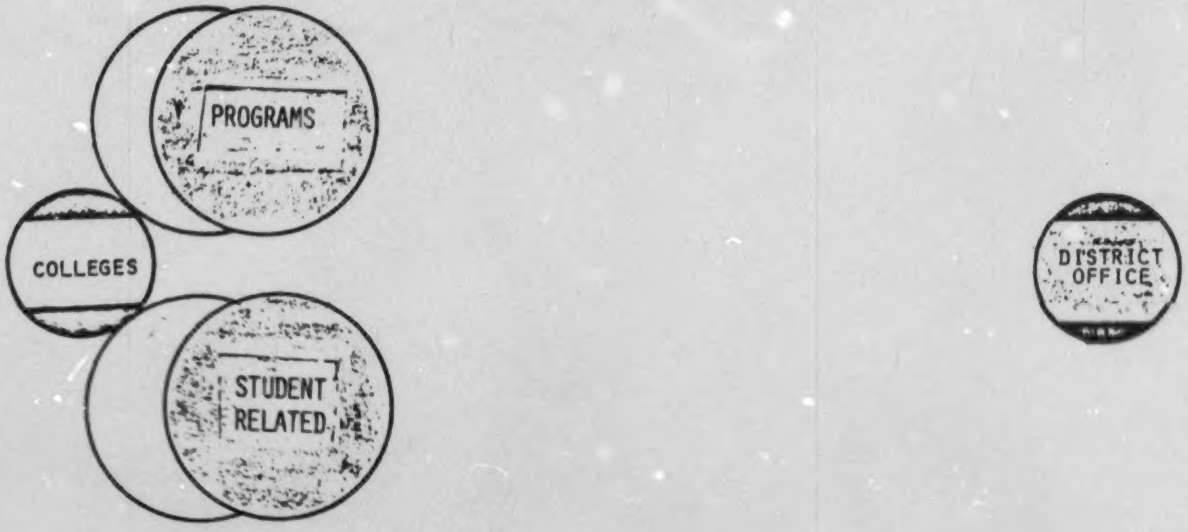
Fiscal & Facilities Related


FISCAL
FISCAL
COLLEGES
DISTRICT OFFICE
FACILITIES
FACILITIES

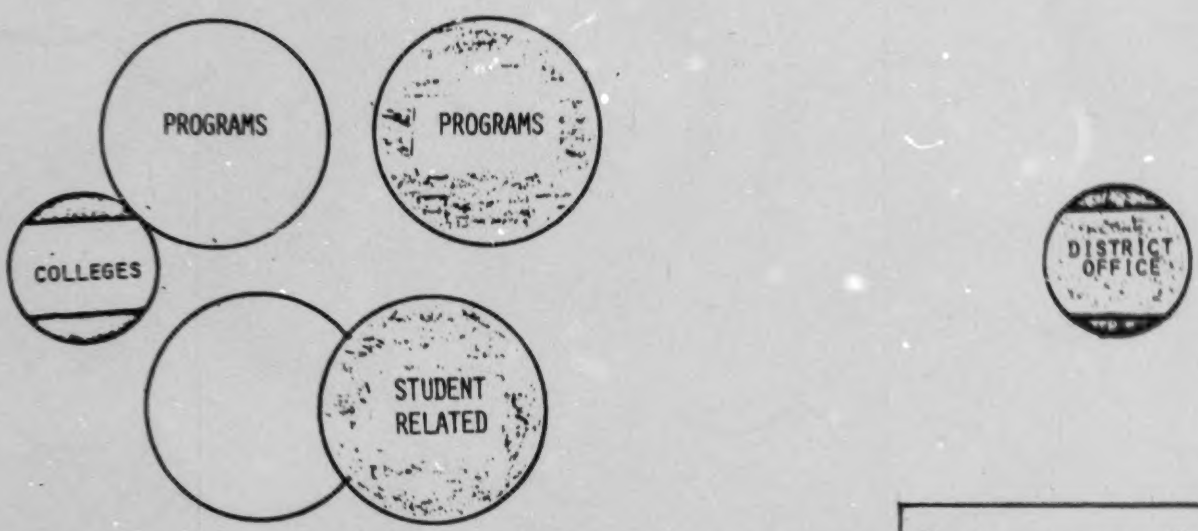
"should be" perceptions

Perceptions of current responsibilities...

Programs & Student Related


PROGRAMS
COLLEGES
STUDENT RELATED
DISTRICT OFFICE

Programs & Student Related


PROGRAMS
PROGRAMS
COLLEGES
STUDENT RELATED
DISTRICT OFFICE

"should be" perceptions

A number of comments were noted:

- The form was too long and complex
- Some functions as listed were ambiguous or unclear
- At one college, respondents were not made aware of the time required to complete the form
- The degree of involvement of the various operating units for the shared responses had not been asked for.

One CSM administrator indicated that it was his feeling that the graphical depictions were incorrect with regard to actual college perceptions about the proper placement of functions in the areas of student services, facilities, and fiscal affairs.

Match/Mismatch Analysis

To begin to form a clustering of functions that correlates with the perceptions identified in this survey, it was apparent that the first step was the identification of those functions on which the operating units generally agreed. These "matched" responses totaled 86 out of the 165 functions listed and were arrived at using two criteria:

Criterion I - The District office and the colleges were in agreement in both the "is" and "should be" responses and each unit's response remained essentially the same for the "is" and "should be" sections. The functions meeting this criterion are indicated by the shaded boxes in Appendix D.

Criterion II - The District office and the colleges were in general agreement on "should be" responses. All unshaded boxes shown in Appendix D met this criterion.

The table below presents a summary of the number of functions by topic that met criteria I and II.

SUMMARY OF CRITERIA I AND II FUNCTIONS

	Total Number Listed	Criterion I	Criterion II	Totals in Agreement
Programs	32	9	9	18
Students	26	13	4	17
Fiscal	26	1	9	10
Facilities	17	2	3	5
Personnel	42	13	10	23
Data Processing	10	0	6	6
Others	12	1	6	7
Totals	165	39	47	86

For each of the major headings in the survey, an identification of critical and major disparities in the perceptions of functional responsibilities is made and, where appropriate, observations related to clustering of the functions are outlined.

Program Related Functions. These functions were perceived almost totally by the colleges and the District office as college functions; however, when asked where responsibility should be, the District office responses shifted from "college" to "shared." The major disparities are noted in the areas of

- academic calendar
- approval of "contracted" programs.

Student Related Functions. These functions were perceived districtwide as primarily college functions; again, the District office responses shifted toward "shared" although not so intensely as was the case in the program-related functions. The critical and major disparities are noted.

Critical:

- bookstore operations
- cafeteria operations
- raising SMCCD foundation funds for scholarships

Major:

- dealing with student transportation problems
- recruitment of students
- establishing student health insurance programs
- setting student fee schedules and refund policies.

Fiscal Related Functions. These functions show a wide disparity and it is suggested by the results of the survey that this area is probably the least understood and therefore a great source of problems and frustrations in the District. It may, on the other hand, simply be a derivation of specific local interpretations. At any rate, it is sure to result in a great deal of miscommunication and difficulty in clear resolution of fiscal related problems. The District office views itself in more of a leading role than do the colleges perceive it. It is interesting to note that the District office and the colleges as a whole do see a necessity to come together with a sharing of a number of these fiscal functions. The colleges are consistent in their perceptions regarding the localized use and control of allocated funds. Such functions as college budget audit, budget transfers, college accounting records and financial statements, and control of petty cash spending are consistently perceived by the colleges as college functions. The critical and major disparities are noted below:

Critical:

- college ADA reports
- follow-up on purchase orders
- controlling purchases on a blanket order
- installation of telephones on the campuses
- disposition of surplus properties

- awarding contracts for campus food services
- operating inventory and stores
- determining standards of weekly student contact hours
- selecting a vendor for a purchase of $100 or more

Major:

- college budget audit
- college budget transfers
- college accounting records
- college financial statements
- control of budgets for grants
- orders for connection of college utilities
- financial accounting for student activites.

Facilities Related Functions. Some very serious disparities exist with regard to the perceptions of these functions. Agreement was evidenced that operating security of buildings and grounds is a college function and that management of District properties and real estate was a District office function. Those functions related to development of new facilities were viewed by all operating units for the most part as shifting from polar to shared responsibilities. Those functions related to the use, maintenance, and upgrading of existing educational facilities are viewed by the colleges as a college responsibility and by the District as a shared responsibility; this is the serious departure from agreement that was noted earlier. The critical or major disparities are noted.

Critical:

- management of construction project
- monitors space utilization standards
- selection of off-campus facilities for programs
- approving the use of district-owned facilities by outside agencies

Major:

- supervision of custodial and maintenance operations
- supervision of California safety standards

- approval of space allocations for instruction
- determination of minor construction projects
- creation and operation of on-campus child care facilities.

Personnel Related Functions. Throughout the analysis of this section of the survey, one theme seems to prevail: local responsibility for the functions related to local employees. That is, agreement is evidenced that as it relates to selection, evaluation, and training of college employees (with the exception of top administrators) each college should be responsible. In the case of college administrators, the District office suggested a shift from college responsibility to a shared responsibility. The most serious disparity in perceptions is in the salary placement function. The critical or major disparities are noted.

Critical:

- recruitment of college employees
- salary placement of college employees (except presidents)
- evaluation of college presidents

Major:

- selection and evaluation of District administrators
- selection, evaluation, retention (or dismissal), training, records, promotion, staff requirements for college administrators
- setting intercollege transfer policies
- college affirmative action program.

Data Processing Related Functions. The consensus of perceptions as to who should be responsible for these data processing functions tends toward sharing. However, some critical disparities regarding the setting of input requirements is evidenced. The District office views itself in more of a leadership role than do the colleges. The most critical disparities occur in personnel and accounting/financial data functions.

The critical or major disparities are noted.

Critical:

- setting requirements for input on personnel and accounting/financial data
- routine personnel data input

Major:

- routine space utilization input
- setting requirements for space utilization data input.

Other Functions. The major disparities are noted.

Major:

- emergency procedures (like college closing)
- legal problems
- legislative activity
- board relations
- designing the organization structure of the colleges.

Appendix A

LIST OF PERSONS ASKED TO PARTICIPATE IN THE SURVEY

Appendix A

LIST OF PERSONS ASKED TO PARTICIPATE IN THE SURVEY

Canada

Robert Stiff	President
John Rhoads	Administrative Assistant
Leland Mahood	Dean of Instruction
Gilberto Villareal	Assistant Dean of Instruction (Continuing Education)
Florence Chan	Chairman, Library
Pat D'Epiro	Chairman, Audio-Visual
Ruth Nagler	Assistant for Community Services
Bill Walsh	Dean of Students
Patricia O'Brien	Associate Dean of Students
Ted Gilman	Assistant Dean of Instruction (Occupational Education)
Joseph Marchi	Assistant Dean of Students - Counseling
Ella Gray	Head, Student Development Program
Sam Elkins	(acting) Assistant for Registration
Louis Yaeger	Division Chairman, Business
Gerald Messner	Division Chairman, English and Foreign Languages
John Krueger	Division Chairman, Fine Arts
John Forsythe	Division Chairman, Health Education and Life Sciences
James Loughrey	Division Chairman, Mathematics and Engineering
Richard Anderson	Division Chairman, Recreation and P.E.
Samuel Nicolopulos	Athletic Director
Ross Westover	Division Chairman, Physical Sciences
Mel Pratt	Division Chairman, Social Sciences
Lynn Carlylse	(regular) Assistant for Registration
Two faculty leaders	

Total = 25

College of San Mateo - Administrators

David Mertes	President
Richard Lowe	Dean of Instruction
Samuel Ferguson	Associate Dean of Instruction (Arts and Sciences)
Vern Gillmore	Associate Dean of Instruction (Careers)
J. Win Smith	Associate Dean of Instruction (Learning Resources)
John Dooley	Assistant Dean of Instruction (Library Services)
Michael Kimball	(acting) Assistant Dean of Instruction (Continuing Education and Summer)
Allan Brown	Dean of Students
Philip Morse	Associate Dean of Students (Student Services)
Herbert Warne	Associate Dean of Students (Student Affairs)
Aline Fountain	Assistant Dean of Students (Student Services)
Jackman Le Blanc	Director of College Readiness Program
James Hardt	Associate Dean for Community Services
William Friedrichs	Administrative Assistant
Thomas George	Division Chairman, Business Education
John M. Gill	Division Chairman, English
Zelte Crawford	Division Chairman, Ethnic Studies
Harry Prochaska	Division Chairman, Fine Arts
Henry Cordes	Division Chairman, Foreign Languages
Mary Birmingham	Division Chairman, Health Occupations
John Williams	Division Chairman, Life Sciences
Gilbert Gossett	Division Chairman, Mathematics and Engineering
Clifford Giffin	Division Chairman, P.E.
Kate Murashige	Division Chairman, Physical Sciences
Marvin Alexander	Division Chairman, Social Sciences
Albert Fine	Technician
Four faculty leaders	

Total = 30

Appendix A (Cont'd.)

Skyline

John Petersen	President
Rudolph Melone	Dean of Instruction
James Wyatt	Dean of Students
Joaquin Herrero	Associate Dean of Students
Rex Butler	Associate Dean - Admissions, Records, Research
Floyd Elkins	Assistant Dean of Instruction - Career Education
Lee Sonntag	Assistant Dean of Students
Ed Valeau	Assistant Dean of Instruction - Continuing Education
William P. Stanley	Head Librarian
Bill Cornejo	Director, Open Education Program
David Biddinger	Administrative Assistant
David Marin	Director, Community Relations
Harold Hartzell	Chairperson, Business
Marvin Shaw	Chairperson, English/Foreign Languages
Richard Smith	Chairperson, Fine Arts
Donald Beiderman	Chairperson, Sciences/Mathematics/Technologies
Walter Rilliet	Chairperson, P.E./Recreation Director of Athletics
Gus Petropoulos	Chairperson, Social Sciences
Lee Neeley	Supervisor, Buildings and Grounds
Maggie McBride	Director, Cooperative Education
Chris Case	Chairperson, Community Services Committee
Betty Kaupp	Chairperson, Committee on Instruction
Vicki Alvarado	Chairperson, Curriculum Committee
Steve Ruis	Chairperson, Student Personnel Committee
Don Brown	President, Faculty Senate

Total = 25

Appendix A (Cont'd.)

Chancellor's Office

Glenn P. Smith	Chancellor/Superintendent
Robert Fryckman	Consultant to the Chancellor Management and Organization
John Hubbard	Assistant for Community Relations
Robert Bennett	Assistant for Research, Planning, and Development

District Office

Irene Bluth	Controller/Business Office
Bill Hudson	Supervisor, Purchasing and Facilities Services
Marvin Miller	Supervisor, Auxiliary Services
Ron Smith	Manager, Data Processing
Cal Apter	Director of Personnel
Carol Greene	Personnel Specialist
David West	Affirmative Action Officer
Don Starkey	Superintendent, Plant Facilities

Total = 12

Appendix B

SAMPLE SURVEY INSTRUMENT

Appendix B

Sample survey instrument

Page 1 of 14

Functions	Office of the Chancellor				District Office								Skyline College																				I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt. - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
PERSONNEL RELATED																																			
District Administrators:																																			
Selection of																																			
Evaluation of																																			
Retention or dismissal of																																			
Work assignments of																																			
Salary placements of																																			
Staffing requirements for																																			
College Administrators:																																			
Recruitment of																																			
Selection of (except presidents)																																			
Evaluation of (except presidents)																																			
Retention or dismissal of																																			

Appendix B (Cont'd.)

Page 2 of 14

Functions	Office of the Chancellor				District Office								Skyline College																				I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt- Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Training of																																			
Keeping records of (excluding payroll type)																																			
Salary placement of (except presidents)																																			
Staff requirements for																																			
Setting intercollege transfer policy for																																			
Promotion of																																			
College Certificated Staff: (faculty, counselors, librarians)																																			
Recruitment of																																			
Selection of																																			
Evaluation of																																			
Retention or dismissal of																																			
Training of																																			
Keeping records of (excluding payroll type)																																			

Appendix 3 (Cont'd.)

Functions	Office of the Chancellor				District Office								Skyline College																				I Think This Should Be A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Work assignments of																																			
Salary placement of																																			
Staff requirements for																																			
Setting intercollege transfer policy for																																			
Instructional Aids:																																			
Selection of																																			
Evaluation of																																			
Retention or dismissal of																																			
Staffing requirements for																																			
Setting intercollege transfer policy for																																			
College Classified Employees:																																			
Selection of																																			
Training of																																			

Appendix B (Cont'd.)

Page 4 of 14

Functions	Office of the Chancellor				District Office								Skyline College																				I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt. - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings and Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Salary placements																																			
Staff requirements																																			
Setting intercollege/district office transfer policy for																																			
Reclassification of																																			
General:																																			
College affirmative action program																																			
Interpretation of Board policy (rules and regulations)																																			
Collective bargaining																																			
Selection of college presidents																																			
Evaluation of college presidents																																			
FACILITIES RELATED																																			
Preparation of educational space																																			
Approval of new building and classroom design																																			

Appendix B (Cont'd.)

Page 5 of 14

Functions	Office of the Chancellor				District Office								Skyline College																			I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt. - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds	Don't Know	No One is Responsible		College Function	District Function	Shared Function
Management of construction projects																																		
Development of capital outlay budget																																		
Supervision of custodial operations																																		
Supervision of maintenance operations																																		
Supervision of California safety standards																																		
Operating security of buildings and grounds																																		
Approval of space allocations for instruction																																		
Determination of minor construction projects																																		
Monitors space utilization standards																																		
Creation and operation of on-campus child care facilities																																		
Contracting for outside services for campuses																																		
Selection of off-campus facilities for programs																																		
Nondistrict facility lease agreements																																		

Appendix B (Cont'd.)

Page 6 of 14

Functions	Office of the Chancellor				District Office								Skyline College																		I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt.-Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds	Don't Know	No One is Responsible	College Function	District Function	Shared Function
Management of district properties and real estate																																	
Approving the use of district-owned facilities by outside agencies																																	
STUDENT RELATED																																	
Setting admissions procedures																																	
Setting attendance regulations																																	
Bookstore operations																																	
Cafeteria operations																																	
Dealing with student transportation problems																																	
Recruitment of students																																	
Setting student conduct standards																																	
Establishing student health insurance programs																																	
Summer readiness program																																	
Setting student fee schedules and refund policies																																	

Appendix B (Cont'd.)

Functions	Office of the Chancellor				District Office								Skyline College																			I Think This Should Be A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt. - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds	Don't Know	No One is Responsible		College Function	District Function	Shared Function
Approval of student financial aid awards																																		
Application of student financial aid funding																																		
Raising SMCCD foundation funds for scholarships																																		
Conducting career counseling																																		
Conducting academic counseling																																		
Approval of student activities on campus																																		
Student follow-up activities (drop-outs, etc.)																																		
Operation of the student center																																		
Job placement assistance to students																																		
Add and drop dates for courses																																		
Conducting the tutorial program																																		
Conducting psychological counseling																																		
Conducting minority student counseling																																		

Appendix B (Cont'd.)

Functions	Office of the Chancellor				District Office								Skyline College																				I think this should be a ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Cust. - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One Is Responsible		College Function	District Function	Shared Function
Operating a multi-cultural center																																			
Residence determination																																			
Student academic grievance due process																																			
FISCAL RELATED																																			
Districtwide budget development guidelines																																			
Formula for districtwide budget allocation																																			
College budget control																																			
College budget audit/evaluation																																			
College budget transfers																																			
College accounting records																																			
College financial statements																																			
College ADA reports																																			
District ADA reports																																			

Appendix B (Cont'd.)

Functions	Office of the Chancellor				District Office								Skyline College																				I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt-Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Policy for allocating student financial aid																																			
Authorizing college payroll																																			
Submitting proposals for federal and state grants																																			
Control of budgets for grants																																			
Follow-up on purchase orders																																			
Input to information system:																																			
Enrollment data																																			
Space utilization																																			
Fiscal data																																			
Personnel data																																			
Control of the level of college petty cash spending																																			
Submitting proposals to private agencies for grants																																			
Selecting the vendor for a purchase of $100 or more																																			

Appendix B (Cont'd.)

Page 10 of 14

	Office of the Chancellor				District Office								Skyline College																				I THINK THIS SHOULD BE A ...		
Functions	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt.-Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Controlling purchases on a blanket (standing) order																																			
Installation of telephones on the campuses																																			
Orders for connection of college utilities																																			
Disposition of surplus properties																																			
Financial accounting for student activities																																			
Awarding contracts for campus food services																																			
Operating inventory and stores																																			
Operating campus receiving																																			
Administrative data processing priorities																																			
Determinating standards of weekly student contact hours																																			
PROGRAMS RELATED																																			
Academic calendar																																			
Course offerings, credit																																			

Appendix B (Cont'd.)

Page 11 of 14

Functions	Office of the Chancellor				District Office								Skyline College																				I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Course offerings, noncredit																																			
Occupational education program																																			
Continuing Education: Summer program																																			
Continuing Education: Evening program																																			
Community services																																			
Articulation with local employers																																			
Articulation with local high schools																																			
Articulation with Regional Occupational Programs																																			
Articulation with transfer institutions																																			
Student transfers within district																																			
Student transfers to other districts																																			
Setting the grading policy																																			
Women's re-entry program																																			

Appendix B (Cont'd.)

	Office of the Chancellor				District Office								Skyline College																					I THINK THIS SHOULD BE A ...		
Functions	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt. - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Learning resources																																				
Instructional use of CSM TV/radio																																				
Audio-visual																																				
Library																																				
Selection of library books																																				
Major instructional equipment																																				
Development Studies Center (basic skills)																																				
Establishing program allocation priorities																																				
Enrollment projections																																				
Educational planning																																				
Setting academic standards of the college																																				
Setting degree requirements																																				
Closing classes (full)																																				

Appendix B (Cont'd.)

Page 13 of 14

Functions	Office of the Chancellor				District Office								Skyline College																				I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Class size standards																																			
Cancelling classes (for semester)																																			
Adding classes																																			
Approval of "contracted" programs																																			
Setting final examination policies																																			
OTHERS																																			
Emergency procedures (like college closing and civil defense)																																			
Legal problems																																			
Legislative activity																																			
Board relations																																			
Statement of district credo (values statement)																																			
Designing the SMCCD governance																																			
Submission of Board reports																																			

Appendix B (Cont'd.)

Functions	Office of the Chancellor				District Office								Skyline College																				I THINK THIS SHOULD BE A ...		
	Chancellor/Superintendent	Consultant to the Chancellor Management and Organization	Assistant for Community Relations	Assistant for Research, Planning, and Development	Controller/Business Office	Supervisor, Purchasing and Facilities Services	Supervisor, Auxiliary Services	Manager, Data Processing	Director of Personnel	Personnel Specialist	Affirmative Action Officer	Supt. - Plant Facilities	President	Dean of Instruction	Dean of Students	Associate Dean of Students	Associate Dean - Admissions, Records, Research	Assistant Dean of Instruction - Career Education	Assistant Dean of Students	Assistant Dean of Instruction - Continuing Education	Head Librarian	Director, Open Education Program	Administrative Assistant	Director, Community Relations	Chairperson	Faculty Senate	Faculty Standing Committee	Buildings & Grounds		Don't Know	No One is Responsible		College Function	District Function	Shared Function
Designing the organization structure of the colleges																																			
News releases about actions on a campus																																			
Preparation of college catalog																																			
College advertising and promotion																																			
Mail service between the colleges																																			
Setting the information input requirements (what and where) for district data processing for each of the following:																																			
Enrollment data																																			
Space utilization																																			
Budget expenditures																																			
Personnel																																			
Accounting and financial																																			

Appendix C

Table 1: Perceptions of Current Responsibilities - "Is"

Table 2: Perceptions of Desired Responsibilities - "Should be"

Perceptions of Administrative Functions
1/75 - SMCCD

"Is..."

Programs Related (1)

	Canada	CSM	Skyline		Colleges		District Office
Course offerings, credit	C	C	C		C		C
Course offerings, non-credit	C	C	C		C		C
Continuing Education: Summer program	C	C	C		C		C
Continuing Education: Evening program	C	C	C		C		C
Community services	C	C	C		C		C
Women's re-entry program	C	C	C		C		C
Articulation with local employers	C	C	C		C		C
Articulation with local high schools	C	C	C		C		C
Articulation with Regional Occupational Programs	C	C	C		C		C
Articulation with transfer institutions	C	C	C		C		C
Academic calendar	C	C	C		C		D/C
Setting academic standards of the college	C	C	C		C		C
Setting degree requirements	C	C	C		C		C
Setting the grading policy	C	C	C		C		C
Enrollment projections	C	C	C		C		C
Educational planning	C	C	C		C		C

Note: On this and the following pages of Appendix C:

C = college function
D = district office function
S = shared function.

"Is..."

Programs Related (2)

	Canada	CSM	Skyline		Colleges		District Office
Closing classes (full)	C	C	C		C		C
Class size standards	C	C	C		C		C
Cancelling classes (for semester)	C	C	C		C		C
Adding classes	C	C	C		C		C
Approval of "contracted" programs	C	C	C		C		D
Setting final examination policies	C	C	C		C		C
Student transfers within district	C	C	C		C		C
Student transfers to other districts	C	C	C		C		C

Learning Resources:

	Canada	CSM	Skyline		Colleges		District Office
Instructional use of CSM TV/radio	C	C	C		C		C
Audio-visual	C	C	C		C		C
Library	C	C	C		C		C
Selection of library books	C	C	C		C		C
Major instructional equipment	C	C	C		C		C
Development Studies Center (basic skills)	C	C	C		C		C
Establishing program allocation priorities	C	C	C		C		C

Student Related (1)

	Canada	CSM	Skyline		Colleges		District Office	
Conducting career counseling	C	C	C		C		C	
Conducting academic counseling	C	C	C		C		C	
Approval of student activities on campus	C	C	C		C		C	
Student follow-up activities (drop-outs, etc.)	C	C	C		C		C	
Operation of the student center	C	C	C		C		C	
Job placement assistance to students	C	C	C		C		C	
Add and drop dates for courses	C	C	C		C		C	
Conducting the tutorial program	C	C	C		C		C	
Conducting psychological counseling	C	C	C		C		C	
Conducting minority student counseling	C	C	C		C		C	
Operating a multi-cultural center	C	C	C		C		C	
Residence determination	C	C	C		C		C	
Student academic grievance due process	C	C	C		C		C	

Perceptions of Administrative Functions
1/75 - SMCCD

"Is..."

Student Related (2)

	Canada	CSM	Skyline		Colleges		District Office
Setting admissions procedures	C	C	C		C		C
Setting attendance regulations	C	C	C		C		C
Bookstore operations	C	C	C		C		D
Cafeteria operations	C	C	C		C		D
Dealing with student transportation problems	C	C	C		C		C
Recruitment of students	C	C	C		C		C
Setting student conduct standards	C	C	C		C		C
Establishing student health insurance programs	C	C	C		C		C
Summer readiness program	C	C	C		C		C
Setting student fee schedules and refund policies	C	C	C		C		C
Approval of student financial aid awards	C	C	C		C		C
Application of student financial aid funding	C	C	C		C		C
Raising SMCCD foundation funds for scholarships	C	C	C		C		D

"Is..."

Fiscal Related (1)

	Canada	CSM	Skyline		Colleges		District Office	
Districtwide budget development guidelines	D	D	D		D		D	
Formula for districtwide budget allocation	D	D	D		D		D	
College budget control	C	C	C		C		C	
College budget audit/evaluation	C	C	C		C		D	
College budget transfers	C	C	C		C		C/D	
College accounting records	C	C	C		C		D	
College financial statements	C	C	C		C		D	
College ADA reports	C	C	C		C		C	
District ADA reports	D	D	D		D		D	
Control of budgets for grants	C	C	C		C		D	
Follow-up on purchase orders	C	C	C		C		D	
Policy for allocating student financial aid	C	C	C		C		D/C	
Authorizing college payroll	C	C/D	C				C	
Submitting proposals for federal and state grants	C	C	C		C		C	

"Is..."

Fiscal Related (2)

	Canada	CSM	Skyline		Colleges		District Office
Control of the level of college petty cash spending	C	C	C		C		C
Submitting proposals to private agencies for grants	C	C/D	C				D
Selecting the vendor for a purchase of $100 or more	D	C/D	C/D				D
Controlling purchases on a blanket (standing) order	C	C/D	C				D
Installation of telephones on the campuses	C	C	C		C		D/C
Orders for connection of college utilities	C	C	C		C		C/D
Disposition of surplus properties	D	D	C				D
Financial accounting for student activities	C	C	C		C		D/C
Awarding contracts for campus food services	C/D	C	C/D				D
Operating inventory and stores	D	C	D/C				D
Operating campus receiving	C	C	C		C		C
Determinating standards of weekly student contact hours	C	C	C		C		D

"*Is...*"

Facilities Related

	Canada	CSM	Skyline		Colleges		District Office
Preparation of educational specs	C	C/S	C		C		C
Approval of new building and classroom design	C/D	S	C				D
Management of construction projects	D	D	D		D		D
Development of capital outlay budget	D/C	D/S	C				D
Supervision of custodial operations	C	C	C		C		C
Supervision of maintenance operations	C	C	C		C		D/C
Supervision of California safety standards	C	C	C		C		D
Operating security of buildings and grounds	C	C	C		C		C
Approval of space allocations for instruction	C	C	C		C		C
Determination of minor construction projects	C	C	C		C		D/C
Monitors space utilization standards	C	C	C		C		D
Creation and operation of on-campus child care facilities	C	C	C		C		C
Contracting for outside services for campuses	C	C	C		C		D/C
Selection of off-campus facilities for programs	C	C	C		C		D
Nondistrict facility lease agreements	D	C	C				D
Management of district properties and real estate	D	D	D		D		D
Approving the use of district-owned facilities by outside agencies	C	C/D	D				C

Perceptions of Administrative Functions
1/75 - SMCCD

"Is..."

Personnel Related (1)

COLLEGE CERTIFICATED STAFF:

	Canada	CSM	Skyline		Colleges		District Office
Recruitment of	C	C	C		C		D
Selection of	C	C	C		C		C
Evaluation of	C	C	C		C		C
Retention or dismissal of	C	C	C		C		C
Training of	C	C	C		C		C
Keeps records of (nonpayroll type)	C	C	C		C		D
Work assignments of	C	C	C		C		C
Salary placement of	D	D	D		D		D
Staff requirements for	C	C	C		C		C
Setting intercollege transfer policy for	D	C	C				D

INSTRUCTIONAL AIDES:

	Canada	CSM	Skyline		Colleges		District Office
Selection of	C	C	C		C		C
Evaluation of	C	C	C		C		C
Retention or dismissal of	C	C	C		C		C
Staffing requirements for	C	C	C		C		D
Setting intercollege transfer policy for	D/C	C	C				D

COLLEGE CLASSIFIED EMPLOYEES:

	Canada	CSM	Skyline		Colleges		District Office
Selection of	C	C	C		C		C
Training of	C	C	C		C		C
Salary placements	D	D	D		D		D
Staff requirements	C	C	C		C		C
Setting intercollege/district office transfer policy for	D	D	D		D		D
Reclassification of	D	D	D		D		D

"Is..."

Personnel Related (2)

DISTRICT ADMINISTRATORS:

	Canada	CSM	Skyline		Colleges		District Office
Selection of	D	D	D		D		D
Evaluation of	D	D	D		D		D
Retention or dismissal of	D	D	D		D		D
Work assignments of	D	D	D		D		D
Salary placements of	D	D	D		D		D
Staffing requirements for	D	D	D		D		D

COLLEGE ADMINISTRATORS:

	Canada	CSM	Skyline		Colleges		District Office
Recruitment of	C	C	C		C		D/C
Selection of (except presidents)	C	C	C		C		C
Evaluation of (except presidents)	C	C	C		C		C
Retention or dismissal of	C	C	C		C		C
Training of	C	C	C		C		C
Keeps records of (nonpayroll type)	C	C	C		C		C
Salary placement of (except presidents)	D	D	D		D		D
Staff requirements for	C	C	C		C		C
Setting intercollege transfer policy for	C/D	D/C	D				D
Promotion of	C	C	C		C		C

GENERAL:

	Canada	CSM	Skyline		Colleges		District Office
College affirmative action program	C/D	C/D	C		C		D
Interpretation of Board policy (rules and regulations)	D/S	D	C/D				D
Collective bargaining	D	D	D		D		D
Selection of college presidents	D	D	D		D		D
Evaluation of college presidents	D	D	D		D		D

"Is..."

Other Functions

	Canada	CSM	Skyline		Colleges		District Office
Emergency procedures (like college closing and civil defense)	C	C	C		C		D
Legal problems	D	D/S	C/D/S				D
Legislative activity	D	D	C				D
Board relations	D	D	C				D
Statement of district credo (values statement)	D	D	D		D		D
Designing the SMCCD governance	D	D	D		D		D
Submission of Board reports	D	D	D		D		D
Designing the organization structure of the colleges	C/D	C	C				C
News releases about actions on campus	C	C	C		C		C
Preparation of college catalog	C	C	C		C		C
College advertising and promotion	C	C	C		C		C
Mail service between the colleges	C	D/C	C				D

Perceptions of Administrative Functions
1/75 - SMCCD

"Is..."

Data Processing

	Canada	CSM	Skyline		Colleges		District Office
Administrative Data Processing Priorities	D	D	C				D
SETTING REQUIREMENTS FOR INPUT:							
Enrollment data	C	C	C		C		C
Space utilization	C	C	C/D				D
Budget expenditures	C/D/S	C	D				D
Personnel	D	C	D				D
Accounting and financial	D	D/C	D		D		D
ROUTINE FUNCTIONS:							
Input to information system:							
Enrollment data	C	C	C		C		C
Space utilization	C	C	C		C		D
Fiscal data	C	C	C		C		D
Personnel data	C	D	C/D				D

Perceptions of Administrative Functions
1/75 - SMCCD

"Should be..."

Programs Related (1)

	Canada	CSM	Skyline		Colleges		District Office
Course offerings, credit	C	C	C		C		S
Course offerings, non-credit	C	C	C		C		S
Continuing Education: Summer program	C	C	C		C		S
Continuing Education: Evening program	C	C	C		C		S/C
Community services	C	C	C		C		S/C
Women's re-entry program	C	C	C		C		C
Articulation with local employers	C	C	C		C		S/C
Articulation with local high schools	C	C	C		C		S/C
Articulation with Regional Occupational Programs	C	C	C		C		S
Articulation with transfer institutions	C	C	C		C		S/C
Academic calendar	S	S	C				S
Setting academic standards of the college	C	C	C		C		S
Setting degree requirements	C	C	C		C		S
Setting the grading policy	C	C	C		C		C/S
Enrollment projections	C/S	C	C				S
Educational planning	S/C	S/C	C				S

"Should be..."

Programs Related (2)

	Canada	CSM	Skyline		Colleges		District Office
Closing classes (full)	C	C	C		C		C
Class size standards	C	C	C		C		S
Cancelling classes (for semester)	C	C	C		C		C
Adding classes	C	C	C		C		C
Approval of "contracted" programs	C	C	C		C		S
Setting final examination policies	C	C	C		C		C
Student transfers within district	C	C	C/S				S
Student transfers to other districts	C	C/S	C				S

Learning Resources:

Instructional use of CSM TV/radio	C	C	S				S
Audio-visual	C	C	C		C		C
Library	C	C	C		C		C
Selection of library books	C	C	C		C		C
Major instructional equipment	C	C	C		C		S/C
Development Studies Center (basic skills)	C	C	C		C		C
Establishing program allocation priorities	C	C	C		C		S

Perceptions of Administrative Functions
1/75 - SMCCD

"Should be..."

Student Related (1)

	Canada	CSM	Skyline		Colleges		District Office	
Conducting career counseling	C	C	C		C		C	
Conducting academic counseling	C	C	C		C		C	
Approval of student activities on campus	C	C	C		C		C	
Student follow-up activities (drop-outs, etc.)	C	C	C		C		C	
Operation of the student center	C	C	C		C		C	
Job placement assistance to students	C	C	C		C		C	
Add and drop dates for courses	C	C	C		C		C	
Conducting the tutorial program	C	C	C		C		C	
Conducting psychological counseling	C	C	C		C		C	
Conducting minority student counseling	C	C	C		C		C	
Operating a multi-cultural center	C	C	C		C		C	
Residence determination	C	C	C		C		S	
Student academic grievance due process	C	C	C		C		C/S	

Student Related (2)

	Canada	CSM	Skyline		Colleges		District Office
Setting admissions procedures	C	C	C		C		S
Setting attendance regulations	C	C	C		C		S
Bookstore operations	C/S	C	C				S
Cafeteria operations	C	C	C		C		S
Dealing with student transportation problems	S/C	C	C				S/C
Recruitment of students	C/S	C	C				C/S
Setting student conduct standards	C	C	C		C		S
Establishing student health insurance programs	S	C/S	C				S
Summer readiness program	C	C	C		C		C
Setting student fee schedules and refund policies	S	C/S	C				S
Approval of student financial aid awards	C	C	C		C		C
Application of student financial aid funding	C	C	C		C		S
Raising SMCCD foundation funds for scholarships	S	C	S				S

Perceptions of Administrative Functions
1/75 - SMCCD

"Should be..."

Fiscal Related (1)

	Canada	CSM	Skyline		Colleges		District Office	
Districtwide budget development guidelines	S	S	S		S		S	
Formula for districtwide budget allocation	S	S	S		S		S	
College budget control	C	C	C		C		C/S	
College budget audit/evaluation	S/C	C	C				S	
College budget transfers	C	C	C		C		S	
College accounting records	C	C	C		C		S	
College financial statements	C	C	C		C		S	
College ADA reports	D	C	C				S	
District ADA reports	D	D	S/D				S/D	
Control of budgets for grants	S	C	C				S	
Follow-up on purchase orders	C/S	C/D/S	C				D	
Policy for allocating student financial aid	C	C	C		C		S	
Authorizing college payroll	S	C/D/S	C				S/C	
Submitting proposals for federal and state grants	S	S	S		S		S	

Perceptions of Administrative Functions
1/75 - SMCCD

"Should be..."

Fiscal Related (2)

	Canada	CSM	Skyline		Colleges		District Office
Control of the level of college petty cash spending	C	C	C		C		S/C
Submitting proposals to private agencies for grants	C	S	S				S
Selecting the vendor for a purchase of $100 or more	C	C	C		C		D
Controlling purchases on a blanket (standing) order	C	C	C		C		D/S
Installation of telephones on the campuses	D/S	C	S/C				S/C
Orders for connection of college utilities	C/D	C	C/S				S
Disposition of surplus properties	D	S/D	S				S/D
Financial accounting for student activities	C	C	C		C		S
Awarding contracts for campus food services	C/S	S	C				S
Operating inventory and stores	S	C	C				D
Operating campus receiving	C	C	C		C		C
Determinating standards of weekly student contact hours	C/S	S/C	C				S

Perceptions of Administrative Functions
1/75 - SMCCD

"Should be..."

Facilities Related

	Canada	CSM	Skyline		Colleges		District Office
Preparation of educational specs	S/C	S	S		S		S
Approval of new building and classroom design	S	S	S		S		S
Management of construction projects	S	D	S				D/S
Development of capital outlay budget	S	S	S		S		S
Supervision of custodial operations	C	C	C		C		S
Supervision of maintenance operations	C	C	C		C		S
Supervision of California safety standards	C	C	C/S				S
Operating security of buildings and grounds	C	C	C		C		C
Approval of space allocations for instruction	C	C	C		C		S
Determination of minor construction projects	C	C	C		C		S
Monitors space utilization standards	C	C	C		C		D
Creation and operation of on-campus child care facilities	C/S	C	C				S
Contracting for outside services for campuses	S	C	S				S
Selection of off-campus facilities for programs	C	C	C		C		D/C
Nondistrict facility lease agreements	S	C/S	S				S/D
Management of district properties and real estate	D	D	D		D		D/S
Approving the use of district-owned facilities by outside agencies	C/S	D/S	S/D				S

"Should be..."

Personnel Related (1)

COLLEGE CERTIFICATED STAFF:

	Canada	CSM	Skyline		Colleges		District Office
Recruitment of	C	C	C		C		S
Selection of	C	C	C		C		C/S
Evaluation of	C	C	C		C		C
Retention or dismissal of	C	C	C		C		S
Training of	C	C	C		C		C
Keeps records of (nonpayroll type)	C	C	C		C		S/C
Work assignments of	C	C	C		C		C
Salary placement of	D/S	C	C/D/S				S
Staff requirements for	C	C	C		C		S
Setting intercollege transfer policy for	S	S	S		S		S

INSTRUCTIONAL AIDES:

Selection of	C	C	C		C		C
Evaluation of	C	C	C		C		C
Retention or dismissal of	C	C	C		C		C/S
Staffing requirements for	C	C	C		C		C/S
Setting intercollege transfer policy for	S	S/C	S				S

COLLEGE CLASSIFIED EMPLOYEES:

Selection of	C	C	C		C		C
Training of	C	C	C		C		C
Salary placements	D	C	C				S/D
Staff requirements	C	C	C		C		S
Setting intercollege/district office transfer policy for	S	S	S		S		S
Reclassification of	S	S/C/D	S				S

Perceptions of Administrative Functions
1/75 - SMCCD

"Should be ..."

Personnel Related (2)

DISTRICT ADMINISTRATORS:

	Canada	CSM	Skyline		Colleges		District Office
Selection of	S	D	S				D
Evaluation of	S	D	S				D
Retention or dismissal of	D	D	S				D
Work assignments of	D	D	D		D		D
Salary placements of	D	D	D		D		D
Staffing requirements for	D	D	D		D		D

COLLEGE ADMINISTRATORS:

	Canada	CSM	Skyline		Colleges		District Office
Recruitment of	S/C	C	C/S				S
Selection of (except presidents)	C	C	C		C		S
Evaluation of (except presidents)	C	C	C		C		S
Retention or dismissal of	C	C	C		C		S
Training of	C	C	C		C		S
Keeps records of (nonpayroll type)	C	C	C		C		S
Salary placement of (except presidents)	D/S	C/D	C/S				D/S
Staff requirements for	C	C	C		C		S
Setting intercollege transfer policy for	S	S	S		S		S
Promotion of	C/S	C	C				S

GENERAL:

	Canada	CSM	Skyline		Colleges		District Office
College affirmative action program	S	S/D	C/S				S
Interpretation of Board policy (rules and regulations)	S	S/D	S				S
Collective bargaining	S	S/D	S				S
Selection of college presidents	S	S	S		S		S
Evaluation of college presidents	S	S	S		S		D

Perceptions of Administrative Functions
1/75 - SMCCD

"Should be... "

Data Processing

	Canada	CSM	Skyline		Colleges		District Office
Administrative Data Processing Priorities	S	S	S		S		S/D
SETTING REQUIREMENTS FOR INPUT:							
Enrollment data	S	S	S		S		S
Space utilization	S	S	S		S		S/D
Budget expenditures	S	S	S/C		S		S
Personnel	S	S	S		S		D/S
Accounting and financial	S	S	S		S		D
ROUTINE FUNCTIONS:							
Input to information system:							
Enrollment data	C/S	C	C				S/C
Space utilization	C	C	C		C		S
Fiscal data	S	S	S		S		S/D
Personnel data	S	C	C/S				D

Perceptions of Administrative Functions
1/75 - SMCCD

"Should be..."

Other Functions

	Canada	CSM	Skyline		Colleges		District Office
Emergency procedures (like college closing and civil defense)	S/C	S	C				S
Legal problems	S	S	S		S		D
Legislative activity	D/S	D/S	S				D
Board relations	S	S	S		S		D
Statement of district credo (values statement)	S	S	S		S		S
Designing the SMCCD governance	S	S	S		S		S
Submission of Board reports	S	S/D	S				S
Designing the organization structure of the colleges	S	C/S	S/C				S
News releases about actions on campus	C	C	C		C		S
Preparation of college catalog	C	C	C		C		C
College advertising and promotion	C	D/S	C				C/S
Mail service between the colleges	D	D/S	S				S/D

Appendix D

COMPOSITE OF DISTRICTWIDE PERCEPTIONS AND LIST OF MAJOR MATCH AND MISMATCHES

COMPOSITE "SHOULD BE..."

Programs Related (1)

Course offerings, credit		College or shared
Course offerings, non-credit		College or shared
Continuing Education: Summer program		College or shared
Continuing Education: Evening program	C	
Community services	C	
Women's re-entry program	C	
Articulation with local employers	C	
Articulation with local high schools	C	
Articulation with Regional Occupational Programs		College or shared
Articulation with transfer institutions	C	
Academic calendar		College or shared
Setting academic standards of the college		College or shared
Setting degree requirements		College or shared
Setting the grading policy	C	
Enrollment projections	C	
Educational planning		College or shared

Note: On this and the following pages of Appendix D, shaded boxes show those functions where the responses did not change between "is" and "should be" responses and where all operating units agreed on the unit responsible for the function.

Perceptions of Administrative Functions
1/75 - SMCCD

COMPOSITE "SHOULD BE..."

Programs Related (2)

Closing classes (full)	C	
Class size standards		College or shared
Cancelling classes (for semester)	C	
Adding classes	C	
Approval of "contracted" programs		College or shared
Setting final examination policies	C	
Student transfers within district		College or shared
Student transfers to other districts		College or shared

Learning Resources:

Instructional use of CSM TV/radio	C	
Audio-visual	C	
Library	C	
Selection of library books	C	
Major instructional equipment	C	
Development Studies Center (basic skills)	C	
Establishing program allocation priorities		College or shared

COMPOSITE "SHOULD BE..."

Student Related (1)

Conducting career counseling	C	
Conducting academic counseling	C	
Approval of student activities on campus	C	
Student follow-up activities (drop-outs, etc.)	C	
Operation of the student center	C	
Job placement assistance to students	C	
Add and drop dates for courses	C	
Conducting the tutorial program	C	
Conducting psychological counseling	C	
Conducting minority student counseling	C	
Operating a multi-cultural center	C	
Residence determination		College or shared
Student academic grievance due process	C	

D-4

Perceptions of Administrative Functions
1/75 - SMCCD

COMPOSITE "SHOULD BE ..."

Student Related (2)

Setting admissions procedures		College or shared
Setting attendance regulations		College or shared
Bookstore operations		College or shared
Cafeteria operations		College or shared
Dealing with student transportation problems	C	
Recruitment of students	C	
Setting student conduct standards		College or shared
Establishing student health insurance programs		College or shared
Summer readiness program	C	
Setting student fee schedules and refund policies	S	
Approval of student financial aid awards	C	
Application of student financial aid funding		College or shared
Raising SMCCD foundation funds for scholarships		College or shared

Perceptions of Administrative Functions
1/75 - SMCCD

COMPOSITE "SHOULD BE.."

Fiscal Related (1)

Districtwide budget development guidelines	S	
Formula for districtwide budget allocation	S	
College budget control	C	
College budget audit/evaluation		College or shared
College budget transfers		College or shared
College accounting records		College or shared
College financial statements		College or shared
College ADA reports		College, district, or shared
District ADA reports	D	
Control of budgets for grants		College or shared
Follow-up on purchase orders		College, district, or shared
Policy for allocating student financial aid		College or district
Authorizing college payroll	C	
Submitting proposals for federal and state grants	S	

COMPOSITE "SHOULD BE..."

Fiscal Related (2)

Control of the level of college petty cash spending	C	
Submitting proposals to private agencies for grants	S	
Selecting the vendor for a purchase of $100 or more		College, district, or shared
Controlling purchases on a blanket (standing) order		College or district
Installation of telephones on the campuses		College or shared
Orders for connection of college utilities		College or shared
Disposition of surplus properties	S	
Financial accounting for student activities		College or shared
Awarding contracts for campus food services		College or shared
Operating inventory and stores		College, district, or shared
Operating campus receiving	[redacted]	
Determinating standards of weekly student contact hours		College or shared

Perceptions of Administrative Functions
1/75 - SMCCD

COMPOSITE "SHOULD BE .."

Facilities Related

Preparation of educational specs	S	
Approval of new building and classroom design	S	
Management of construction projects		District or shared
Development of capital outlay budget	S	
Supervision of custodial operations		College or shared
Supervision of maintenance operations		College or shared
Supervision of California safety standards		College or shared
Operating security of buildings and grounds	C	
Approval of space allocations for instruction		College or shared
Determination of minor construction projects		College or shared
Monitors space utilization standards		College or district
Creation and operation of on-campus child care facilities		College or shared
Contracting for outside services for campuses		College or shared
Selection of off-campus facilities for programs		College or district
Nondistrict facility lease agreements		College or shared
Management of district properties and real estate	D	
Approving the use of district-owned facilities by outside agencies		College, district, or shared

Perceptions of Administrative Functions
1/75 - SMCCD

COMPOSITE "SHOULD BE..."

Personnel Related (1)

COLLEGE CERTIFICATED STAFF:

Recruitment of		College or shared
Selection of	C	
Evaluation of	C	
Retention or dismissal of		College or shared
Training of	C	
Keeps records of (nonpayroll type)		College or shared
Work assignments of	C	
Salary placement of		College, district, or shared
Staff requirements for		College or shared
Setting intercollege transfer policy for	S	

INSTRUCTIONAL AIDES:

Selection of	C	
Evaluation of	C	
Retention or dismissal of	C	
Staffing requirements for	C	
Setting intercollege transfer policy for	S	

COLLEGE CLASSIFIED EMPLOYEES:

Selection of	C	
Training of	C	
Salary placements		College, district, or shared
Staff requirements		College or shared
Setting intercollege/district office transfer policy for	S	
Reclassification of		College, district, or shared

Perceptions of Administrative Functions
1/75 - SMCCD

COMPOSITE "SHOULD BE..."

Personnel Related (2)

DISTRICT ADMINISTRATORS:

Selection of		District or shared
Evaluation of		District or shared
Retention or dismissal of	D	
Work assignments of	D	
Salary placements of	D	
Staffing requirements for	D	

COLLEGE ADMINISTRATORS:

Recruitment of		College or shared
Selection of (except presidents)		College or shared
Evaluation of (except presidents)	C	
Retention or dismissal of		College or shared
Training of		College or shared
Keeps records of (nonpayroll type)		College or shared
Salary placement of (except presidents)		College, district, or shared
Staff requirements for		College or shared
Setting intercollege transfer policy for	S	
Promotion of		College or shared

GENERAL:

College affirmative action program		College, district or shared
Interpretation of Board policy (rules and regulations)	S	
Collective bargaining	S	
Selection of college presidents	S	
Evaluation of college presidents	S	

COMPOSITE "SHOULD BE.."

Data Processing

Administrative Data Processing Priorities	S	

SETTING REQUIREMENTS FOR INPUT:

Enrollment data	S	
Space utilization	S	
Budget expenditures	S	
Personnel		College, district, or shared
Accounting and financial		District or shared

ROUTINE FUNCTIONS:

Input to information system:

Enrollment data	C	
Space utilization		College or shared
Fiscal data	S	
Personnel data		College, district, or shared

COMPOSITE "SHOULD BE..."

Other Functions

Emergency procedures (like college closing and civil defense)		College, district, or shared
Legal problems		Shared or district
Legislative activity		Shared or district
Board relations		Shared or district
Statement of district credo (values statement)	S	
Designing the SMCCD governance	S	
Submission of Board reports	S	
Designing the organization structure of the colleges	S	
News releases about actions on campus		College or shared
Preparation of college catalog	C	
College advertising and promotion	C	
Mail service between the colleges	S	

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 28 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

SAN MATEO COMMUNITY COLLEGE DISTRICT

TECHNICAL REPORTS

Produced by The
District Master Planning Staff

Volume II of Two Volumes

June, 1975

FOREWORD

SAN MATEO COMMUNITY COLLEGE DISTRICT has made a major investment of time and effort during the 1974-75 academic year in the development of an Educational Program Master Plan to chart the course of Canada College, College of San Mateo, and Skyline College for the period of the next several years.

The District Master Planning Committee, composed of representative members of the community, students, faculty, staff, and administrators, was assisted in the preparation of its recommendations to the Board of Trustees by the District Master Planning Staff, a group of selected District faculty and administrators, together with staff members of Tadlock Associates Inc. (TAI), educational consultants.

This series of Technical Reports, published in two volumes, was prepared by the District Master Planning Staff to provide pertinent baseline information concerning the Colleges, their faculties, staffs, and students, and the County, for use as background material in the preparation of the recommended Educational Program Master Plan. It is intended that they be useful to the District, as well as other community agencies, in the development and continuation of a comprehensive ongoing planning effort to optimize community college education in San Mateo County.

DISTRICT MASTER PLANNING STAFF

SMCCD	TAI
Robert Bennett	Max Tadlock
Rex Butler	Fred Carvell
Clifford Denney	Joan Carvell
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Josue Hoyos	Zoe McCandless
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TABLE OF CONTENTS

Volume I

1. Mission Statements
2. Community Needs Assessment
3. Perceptions of SMCCD Held by Special Groups
4. Occupational Needs Assessment
5. District Student Enrollment Projection (1975-1980)
6. Comparison of Student Profile (1969, 1971, 1973)
7. Certificated Staff Profile
8. Administrative Functions and Patterns

► Volume II

9. Demographic Data Base
10. Comparison of Programs (1969, 1971, 1973)
11. SMCCD Learning Resources
12. Facility Review
13. Student Services
14. Community Services

Technical Report

Number 9

DEMOGRAPHIC DATA BASE

TABLE OF CONTENTS

I. CHAPTER ONE

SOURCE OF DATA: 1970 CENSUS OF POPULATION AND HOUSING..............7

1. Sample Sizes and Subject Items in 1970 Census.................7
2. Geographic Subdivisions in 1970 Census......................9
3. Census Divisions in San Mateo County.........................11
4. Publications of 1970 Census of Population & Housing..........15
5. Indices to California Census Reports..........................18
6. Subject Matter Index to San Francisco-Oakland SMSA Report....23
7. Subject Matter Categories and Definitions....................25

II. CHAPTER TWO

ORGANIZATION OF DEMOGRAPHIC DATA BASE FOR SMCCD..................30

1. Geographic Organization......................................30
2. Subject Matter Organization..................................37

III. CHAPTER THREE

GENERAL DEMOGRAPHIC CHARACTERISTICS OF SAN MATEO COUNTY...........42

1. Age Patterns...42
2. Ethnic Patterns..49
3. Socio-Economic Patterns......................................53
4. Educational Patterns...56

IV. CHAPTER FOUR

RECOMMENDATIONS..58

TABLE OF CONTENTS continued

APPENDIX A: MAPS SHOWING GEOGRAPHIC DIVISIONS OF SAN MATEO COUNTY

APPENDIX B: QUESTIONNAIRE USED BY BUREAU OF CENSUS IN 1970

APPENDIX C: POPULATION DATA FOR SAN MATEO COUNTY CENSUS DIVISIONS AND FOR TRACTS, SUBDIVIDED INTO URBAN AND RURAL SEGMENTS

APPENDIX D: PERCENTAGE DISTRIBUTION FOR TRACTS IN SAN MATEO COUNTY OF AGE GROUPS 60 YEARS AND OLDER BY SEX; PERCENTAGE DISTRIBUTION FOR TRACTS OF ETHNIC MINORITIES

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APPENDIX I: TWO-PAGE GRAPHIC SUMMARY FOR EACH OF THE 51 TRACTS IN THE NORTHERN REGION, GROUPED BY SECTORS

APPENDIX II: TWO-PAGE GRAPHIC SUMMARY FOR EACH OF THE 51 TRACTS IN THE CENTRAL REGION, BY SECTORS

APPENDIX III: TWO-PAGE GRAPHIC SUMMARY FOR EACH OF THE 51 TRACTS IN THE SOUTHERN REGION, GROUPED BY SECTORS

APPENDIX IV: TWO-PAGE GRAPHIC SUMMARY FOR EACH OF THE THREE REGIONS, NINE SECTORS AND TWENTY-ONE CITIES AND COMMUNITIES OF SAN MATEO COUNTY

APPENDIX V: NUMERIC DATA IN DEMOGRAPHIC DATA BASE FOR EACH OF THE THREE REGIONS, NINE SECTORS, TWENTY-ONE CITIES AND 151 TRACTS OF THE COUNTY

APPENDIX VI: THEMATIC COMPARISONS: DECILE MAPS, GRAPHIC AND NUMERIC INTER-TRACT COMPARISONS WITH REGARD TO SELECTED DEMOGRAPHIC DESCRIPTORS

TABLE OF CONTENTS continued

APPENDIX A: MAPS SHOWING GEOGRAPHIC DIVISIONS OF SAN MATEO COUNTY

APPENDIX B: QUESTIONNAIRE USED BY BUREAU OF CENSUS IN 1970

APPENDIX C: POPULATION DATA FOR SAN MATEO COUNTY CENSUS DIVISIONS AND FOR TRACTS, SUBDIVIDED INTO URBAN AND RURAL SEGMENTS

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APPENSIX I: TWO-PAGE GRAPHIC SUMMARY FOR EACH OF THE 51 TRACTS IN THE NORTHERN REGION, GROUPED BY SECTORS

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APPENDIX III: TWO PAGE GRAPHIC SUMMARY FOR EACH OF THE 51 TRACTS IN THE SOUTHERN REGION, GROUPED BY SECTORS

APPENDIX IV: TWO PAGE GRAPHIC SUMMARY FOR EACH OF THE THREE REGIONS; NINE SECTORS AND TWENTY-ONE CITIES AND COMMUNTIES OF SAN MATEO COUNTY

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INTRODUCTION

The scope of this technical report is an exclusively descriptive presentation of the sources, organization and contents of the demographic data base which will serve as one basis for educational planning in the San Mateo Community College District. This demographic data interrelates with so many other data bases, including the psychographic data collected from the community by questionnaire, occupational patterns in the Bay Area, student profile and enrollment information, that it would be inappropriate to attempt to present in this report the various possible connections with the other data bases. Accordingly, detailed interpretations and inferences will be omitted here and left for later reports. A chapter is included, nevertheless, with some brief highlights of the age, ethnic, socio-economic and educational patterns in the county observable from a cursory study of the data.

It is hoped that during the coming year, the demographic data base as described in this report and as supplemented in accordance with the recommendations contained herein, will become an integral part of a computerized (District information system) capable of detecting correlations between the demographic, occupational and student profile/enrollment data bases, and of revealing important patterns and trends for study in a more enlightened and comprehensive planning process.

CHAPTER ONE

SOURCE OF DATA: 1970 CENSUS OF POPULATION AND HOUSING

Since the demographic data base for the San Mateo Community College District was prepared from the 1970 Census of Population and Housing, one of nine censuses conducted regularly by the United States Bureau of The Census[1], it is appropriate to begin this report with an analysis of the subject items and methods of data organization used in that census.

SECTION 1: SAMPLE SIZES AND SUBJECT ITEMS IN 1970 CENSUS

While some sixty-eight questions covering sixty-five subject areas were included in the 1970 census, less than a third of these were asked of all citizens. Sampling rates of twenty, fifteen, and five percent were felt to be adequate for the remaining subject areas. This technique required answers to six questions on population and fifteen on housing from all citizens while only five percent were asked the entire set of sixty-eight questions (including thirty-three on population and thirty-five on housing). Table 1.1 on the following page presents the number of questions and the actual subject items for each of the four sampling rates. The number of questions is larger than the number of subject areas covered since three subject areas required more than one question. (The reader interested in a more detailed analysis of the questionnaire format may refer to Appendix B at the back of this report.) The Bureau cautions students of census data against statistically unwarranted use of subject items canvassed at a five percent rate to draw conclusions about areas any smaller than a census tract. We have observed this caution throughout.

SAMPLING RATES	QUESTIONS ASKED TOTAL	 POPULATION	 HOUSING	SUBJECT ITEMS COVERED POPULATION	 HOUSING
100% (complete coverage)	21	6	15	1. Relationship to head of household* 2. Color or race* 3. Age* 4. Sex* 5. Marital status*	1. Number of units at this address 2. Telephone 3. Private entrance to living quarters 4. Complete kitchen facilities 5. Rooms* 6. Water supply 7. Flush toilet 8. Bathtub or shower 9. Basement 10. Tenure* 11. Commercial establishment on property 12. Value* 13. Contract rent* 14. Vacancy status 15. Months vacant
20%	17 (38)	12 (18)	5 (20)	6. State or country of birth* 7. Years of school completed* 8. Number of children ever born* 9. Employment status* 10. Hours worked last week 11. Weeks worked in 1969 12. Last year in which worked 13. Occupation, industry, and class of worker* 14. Activity 5 years ago 15. Income in 1969*	16. Components of gross rent 17. Heating equipment 18. Year structure built 19. Number of units in structure and whether a trailer 20. Farm residence
15%	13 (51)	8 (26)	5 (25)	16. Country of birth of parents* 17. Mother tongue* 18. Year moved into this house 19. Place of residence 5 years ago* 20. School or college enrollment (public or private)* 21. Veteran status 22. Place of work@ 23. Means of transportation to work@	21. Source of water 22. Sewage disposal 23. Bathrooms 24. Air conditioning 25. Automobiles*
5%	17 (68)	7 (33)	10 (35)	24. Mexican or Spanish origin or descent* 25. Citizenship 26. Year of immigration 27. When married 28. Vocational training completed@ 29. Presence and duration of disability@ 30. Occupation-industry 5 years ago	26. Stories, elevator in structure 27. Fuel - heating, cooking, water heating 28. Bedrooms 29. Clothes washing machine 30. Clothes dryer 31. Dishwasher 32. Home food freezer 33. Television 34. Radio 35. Second home

Table 1.1 Subject items included in the 1970 Census on Population and Housing, grouped by four sampling rates. (Items with an asterisk (*) are those seleted for use in the San Mateo Community College District demographic data base; those with @ are recommended for inclusion in the future.)

For the actual questions asked in the census, refer to Appendix B.

SECTION 2: GEOGRAPHIC SUB-DIVISIONS IN 1970 CENSUS

Census information in 1970 was collected in 235,000 Enumeration Districts (ED) throughout the United States. Each of these represented the responsibility of one Census Bureau employee; they ranged in size from 750 to 1500 with an average size of 875 persons. In all metropolitan areas (including San Mateo County) and other areas specially contracting, these Enumeration Districts were sub-divided into BLOCKS averaging 90 persons; elsewhere the ED was the lowest unit of analysis.

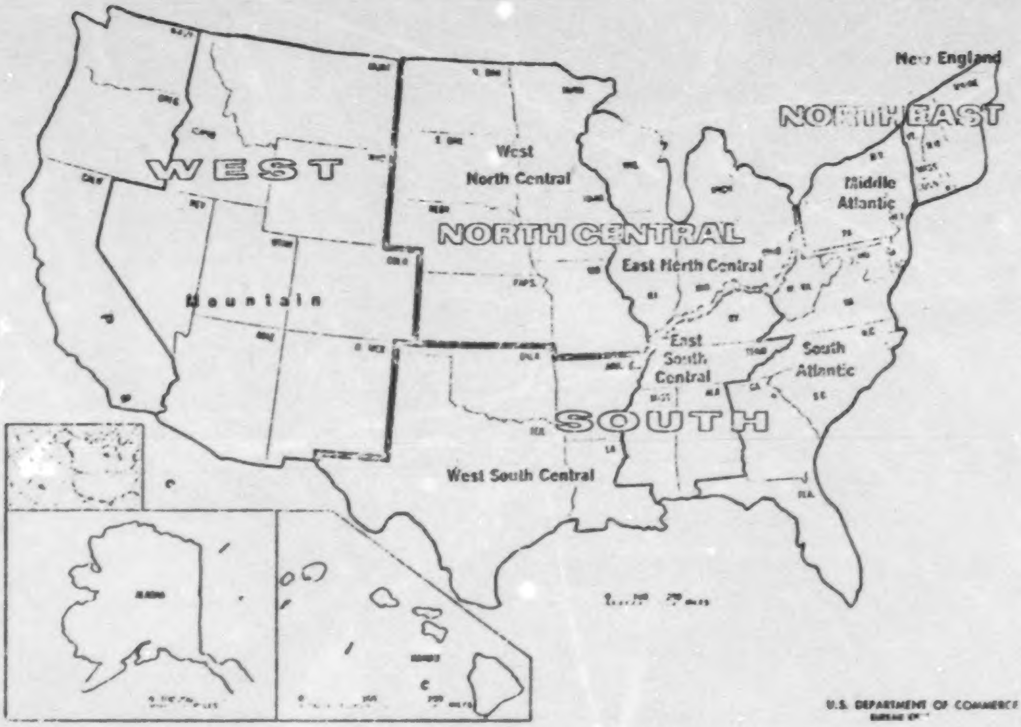
Enumeration Districts were grouped together to form census tracts with an average population of 4000 persons. Tracts, in turn, were grouped together to form Census County Divisions (CCD). CCD's are the major sub-divisions of the 3100 counties contained in 58 "states" (including District of Columbia, Puerto Rico, Canal Zone, Virgin Islands, etc.). The states are further grouped into nine geographic divisions and four regions. (cf Table 1.2 below, Figure 1 on page 10)

DIVISION LEVEL	GEOGRAPHIC DIVISIONS	NUMBER IN UNITED STATES	AVERAGE POPULATION	COMMENTS
1	Regions	4	52,000,000	cf Figure 1, p.10
2	Geographic Divisions	9	23,000,000	cf Figure 1, p.10
3	States	58	3,500,000	Includes D.C., Puerto Rico, Canal Zone, etc.
4	Counties	3,100	67,000	San Mateo County 1970 Population = 556,234
5	Census County Divisions	35,000	5,900	There are 16 CCD's in SMC, averaging 34,765
6	TRACTS	34,600*	4,000	There are 138 Tracts in SMC averaging 4030
7	Enumeration Districts	235,000	875	
8	BLOCKS	1,500,000*	90	

Table 1.1 Eight levels of geographic Divisions used in 1970 Census indicating number of each in U.S. and average population.

* Not all of U.S. was divided into Tracts or Blocks.

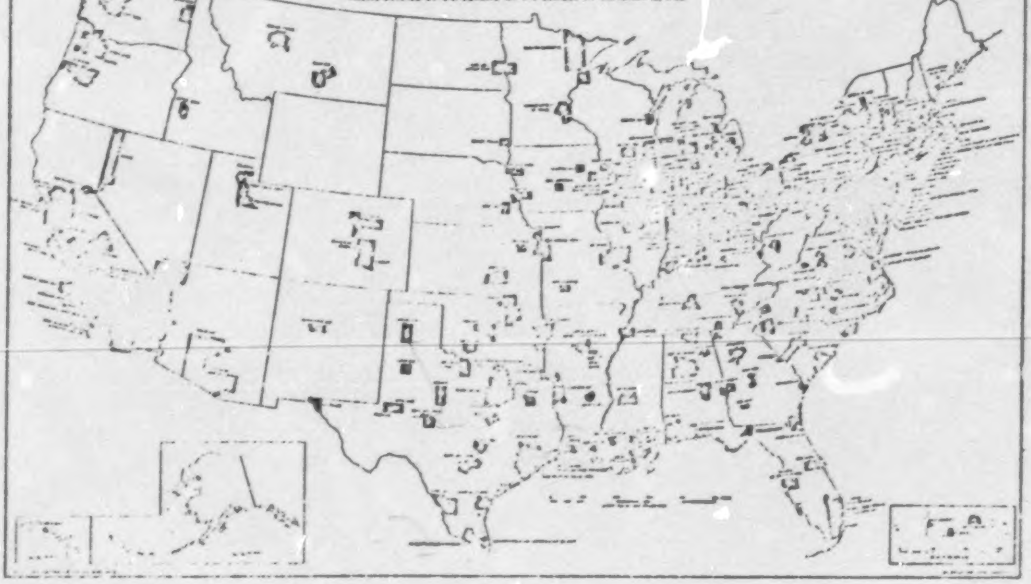
Figure 1. CENSUS REGIONS AND GEOGRAPHIC DIVISIONS OF THE UNITED STATES


New England
NORTHEAST
WEST
West
North Central
Middle
Atlantic
NORTH CENTRAL
East North Central
Mountain
East
South
Central
South
Atlantic
SOUTH
West South Central

U.S. DEPARTMENT OF COMMERCE
BUREAU OF [illegible]

Figure 2. STANDARD METROPOLITAN STATISTICAL AREAS

AREAS DEFINED BY U.S. BUREAU OF THE BUDGET TO JANUARY [illegible]



In addition to the preceding units of geographic analysis, the Bureau of Census also reports its results for so-called Standard Metropolitan Statistical Areas (SMSA). Approximately 60% of the U.S. population was grouped into 270 of these for the 1970 census. Within each SMSA, data is reported by the Bureau for all incorporated places and all unincorporated areas of 1000 or more population as well as by County, Tract, and Block. Figure 2 on page 10 shows the location of SMSA's in the United States; Figure 3 on page 12 shows the location of SMSA's Counties and Urbanized Areas in California.

SECTION 3: CENSUS DIVISIONS IN SAN MATEO COUNTY

San Mateo County, located in the Western Census Region and Pacific Geographic Division of the United States, is one of five Bay Area Counties in the San Francisco-Oakland SMSA, including San Francisco, Marin, Alameda, and Contra Costa counties. (Santa Clara County is in the separate San Jose SMSA)[2] San Mateo County is sub-divided into sixteen County Census Divisions (CCD's) averaging 34,765 population and ranging from 3,000 (Brisbane) to 79,000 (San Mateo). These are further divided into 138 Census Tracts (numbered 6001 through 6138) which averaged 4030 persons and ranged from 75 to 8034. Data from the 1970 census is also available for 21 cities in the county. Maps showing these and other census divisions of San Mateo County are available in Appendix A; a schematic map of the county and its tract boundaries is presented on page 13.

CALIFORNIA: Figure 3

Counties, Standard Metropolitan Statistical Areas, and Selected Places

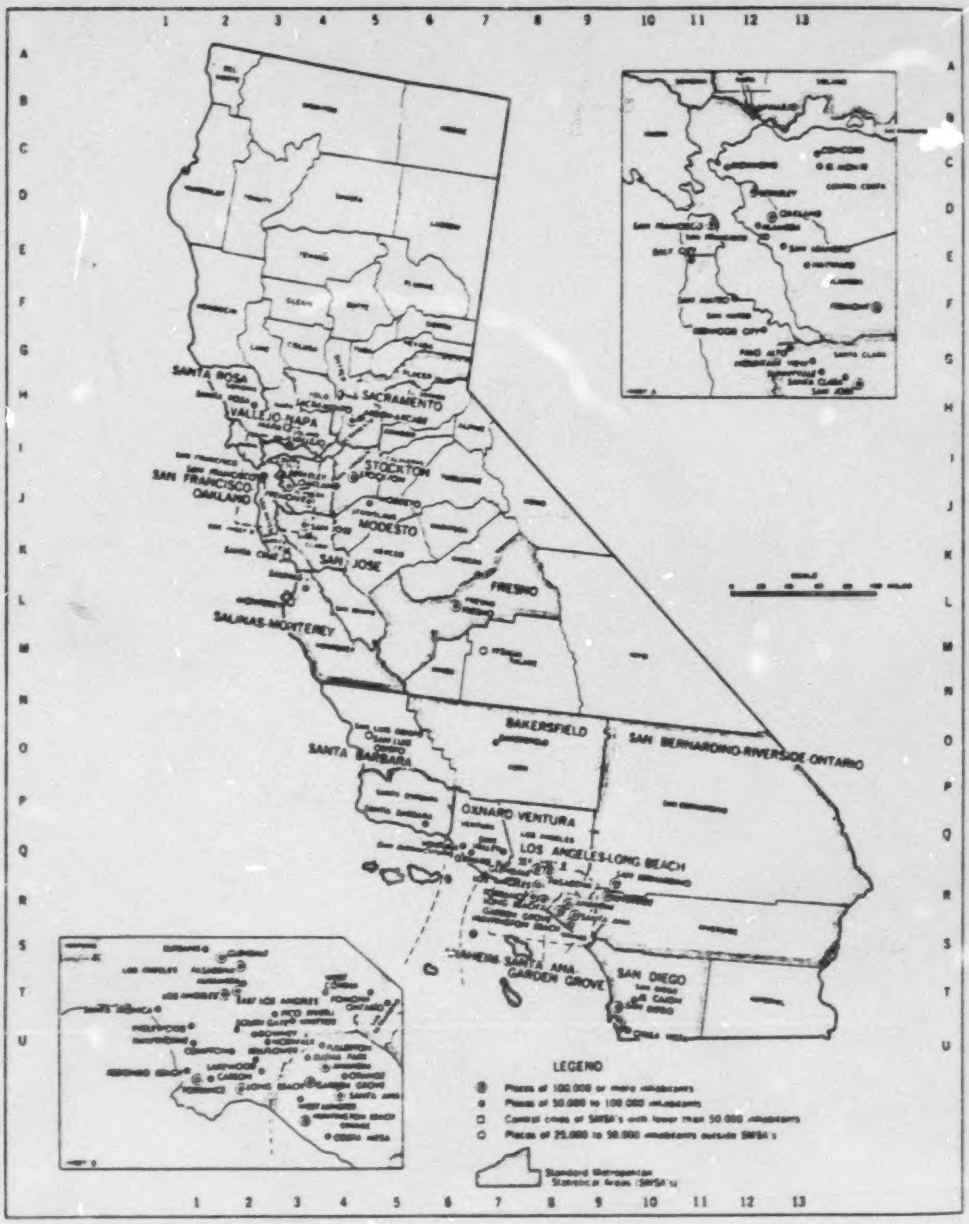
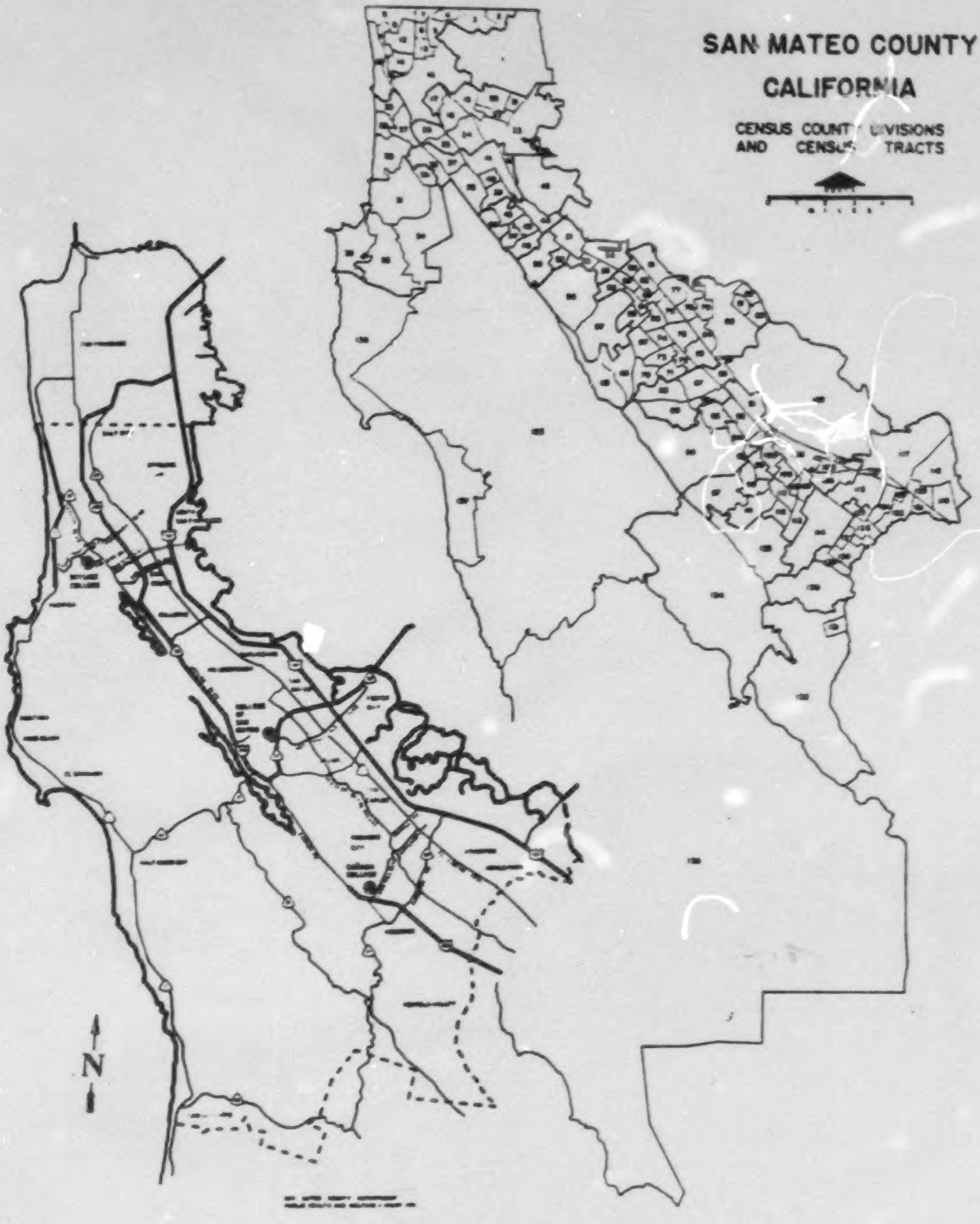

SANTA ROSA
SACRAMENTO
VALLEJO-NAPA
STOCKTON
SAN FRANCISCO
OAKLAND
MODESTO
SAN JOSE
FRESNO
SALINAS-MONTEREY
BAKERSFIELD
SAN BERNARDINO-RIVERSIDE-ONTARIO
SANTA BARBARA
OXNARD-VENTURA
LOS ANGELES-LONG BEACH
ANAHEIM-SANTA ANA-GARDEN GROVE
SAN DIEGO
LEGEND
Places of 100,000 or more inhabitants
Places of 50,000 to 100,000 inhabitants
Central cities of SMSA's with fewer than 50,000 inhabitants
Places of 25,000 to 50,000 inhabitants outside SMSA's
Standard Metropolitan Statistical Areas (SMSA's)

Figure 4


SAN MATEO COUNTY
CALIFORNIA
CENSUS COUNTY DIVISIONS
AND CENSUS TRACTS
MILES
N

1970 Census information is also available by ZIP CODE AREAS, which do not necessarily coincide with any of the other divisions discussed above. Table 1.4 lists the 21 ZIP code areas for San Mateo County and the tracts which they predominantly include (as well as other tracts of which less than half are in the given ZIP code area). Appendix A shows the ZIP code boundaries in San Mateo County.

ZIP CODE	PRINCIPAL CITY (POST OFFICE)	TRACTS WITH MORE THAN HALF OF POPULATION IN GIVEN ZIP AREA	TRACTS WITH LESS THAN HALF OF POPULATION IN GIVEN ZIP AREA
94005	Brisbane	6001	
94014	Daly City	6002-6007; 6013	6016
94015	Daly City	6008-6012; 6014-6016	
94080	So. San Fran.	6017-6026	
94044	Pacifica	6027-6034	
94066	San Bruno	6035-6042	6043-6045
94030	Millbrae	6043-6049	
94010	Burlingame	6050-6057	
94401	San Mateo	6058-6063; 6077	6064; 6066
94402	San Mateo	6064-6069; 6076	6057; 6062; 6063
94403	San Mateo	6070-6075; 6078; 6084-6085	6067
94404	San Mateo	6079-6083	
94002	Belmont	6086-6090	6091
94070	San Carlos	6091-6096	
94062	Redwood City	6097-6100; 6109; 6133-6134	6096; 6102; 6109; 6111
94061	Redwood City	6107-6113	6098; 6102
94063	Redwood City	6101-6102; 6104-6105	6107; 6109
94065	Redwood City	6103	
94025	Menlo Park	6106; 6114-6117; 6121; 6124-6132	6113
94303	East Palo Alto	6118-6120	
94019	Half Moon Bay	6137	

Table 1.4 San Mateo County ZIP code areas and associated cities and tracts.

SECTION 4: PUBLICATIONS OF 1970 CENSUS OF POPULATION AND HOUSING

The information on population and housing collected during the spring of 1970 was published by the Bureau of Census in four major formats:

1. Printed Reports
2. Computer Tapes
3. Microfilm and Microfiche
4. Support Documentation and Materials

The computer tape format contains the most detailed information. A less expensive format almost as detailed is microfilm/microfiche. The printed reports for the San Francisco-Oakland SMSA provides information down to the tract level, which was deemed sufficient for the data base to be used in future planning by SMCCD.

A summary of the printed reports available from the Bureau for the 1970 census is provided on the following three pages. Those with an asterisk were used in developing the SMCCD Data Base.

I. PRELIMINARY REPORTS

A. Series PC(P1) Series PC(P2) Series PC(P3) — Three series of Preliminary Reports issued between May and November 1970 giving preliminary population counts.

B. Series PC(V1) Series PC(V2) — Two series of Advance Reports issued between September 1970 and March 1971.

II. FINAL REPORTS

A. Population Census Reports

Volume I. Characteristics of the Population with 58 Chapters for the U.S. and each of the 50 States and also D.C., Puerto Rico, Guam, Virgin Islands, American Samoa, Canal Zone, and Trust Territory of the Pacific Islands; with each Chapter having Four Parts (A, B, C, D) described below:

Series PC(1)-A#: Number of Inhabitants for States, counties by urban-rural residence, SMSAs, UAs (Urban Areas) MCDs/CCDs, all incorporated places and unincorporated places of 1000 or more.

*Series PC(1)-B#: General Population Characteristics
Age, Sex, Race, Marital Status, Relationship to Head of Household, for States, counties (urban/rural) SMSAs, UAs, MCDs/CCDs, and places of 1000 inhabitants or more.

**Series PC(1)-C#: General Social and Economic Characteristics
Focusing on questions asked on a sample basis (cf page 8 above) of 20% or less of populations. Each subject is treated by some or all of: States (urban/rural farm/ rural non-farm), counties, SMSAs, UAs, and places of 2500 inhabitants or more.

*Series PC(1)-D#: Detailed Characteristics
Covering most of the subjects asked on a sample basis, in detail and cross classified by age, race, and other characteristics, for some or all of: States (urban/ rural farm/ rural non-farm), SMSAs and large cities.

(For California, # = 6)

Volume II. Subject Reports

Series PC(2) Separate reports for various sub-populations.

B. Housing Census Reports

Volume I. Characteristics for States, Cities, and Counties
with 58 Chapters for the U.S., and each of the 50 States and other possessions; with each Chapter having two parts (A, B) described below:

Series HC(1)-A#: General Housing Characteristics
including statistics on 100% asked housing questions for States, counties, SMSAs (urban/rural), UAs, and places of 1000+ inhabitants.

Series HC(1)-B#: Detailed Housing Characteristics
focusing on questions asked on a sample basis of 20% or fewer, for States, counties, SMSAs, UAs, and places of 2500+ inhabitants.

Volume II. Metropolitan Housing Characteristics with one Chapter for the U.S. and one for each SMSA (Series HC(2))

Volume III. Block Statistics with one Chapter for each Urbanized Area (UA) showing data for individual blocks on selected 100% asked population and housing questions. (Series HC(3))

(Volumes IV, V, VI, VII omitted here)

C. Joint Population-Housing Reports

**Series PHC(1):	Census Tract Reports one for each SMSA showing data on most housing and population subjects for individual tracts.
Series PHC(2)#:	General Demographic Trends for Metropolitan Areas, 1960-1970 showing for each State and the District of Columbia, and for the U.S., by SMSA and their central cities and constituent counties, comparisions between 1960 and 1970 data on selected population and housing items.
Series PHC(3):	Employment Profiles of Selected Low-Income Areas on 75 areas and a U.S. summary covering low-income related subjects.

III. SUPPORT DOCUMENTATION AND MATERIALS

1. Geographic areas on the computer tapes are given by numeric codes. The Master Enumeration District List (MED List) shows each geographic area name and its numeric code. Copies of MED List available in computer tape or printed form, or on microfilm on an individual State basis.

2. A computer listing of streets by block sides, giving block numbers and range of addresses (as well as tract number and other geographic codes) called Address Coding Guide (ACG) is available for urbanized areas (UAs).

3. 1970 Census Users Guide Parts I and II provide a study guide to the methods, subject matters, geographic sub-divisions and other terminology relevant to the census. Part II provides a detailed inventory of the computer tapes, their contents and formats.

Two printed reports in particular were used for compiling the SMCCD demographic data base:

a. Series PC(1)-C6: California: General Social and Economic Characteristics (cf p. 11)

b. Series PHC(1)189: San Francisco-Oakland SMSA: Census Tract Reports (cf p. 12)

Additional data was collected from:

c. Series PC(1)-B6: California: General Population Characteristics

d. Series PC(1)-D6: California: Detailed Characteristics

Trend analysis has not been included in the SMCCD demographic data base at this time, but will hopefully be included in the near future. Especially useful for this purpose would be:

e. Series PHC(2)189: California: General Demographic Trends for Metropolitan Areas, 1960-1970

Of further use for this effort would be the data that should become available from the 1975 census update. It remains to be seen in how much detail this information will be collected and how comparable it will be to the categories (both geographic and subject-matter) used in the 1970 census. (cf Recommendation #1).

SECTION 5: SUBJECT MATTER AND GEOGRAPHIC DIVISION INDICES TO CALIFORNIA CENSUS REPORTS

A reference index to California: General Social and Economic Characteristics (cf a. above) is provided below in Table 1.5. Subject matter referencing to the same report is provided by Table 1.6 and two dimensional geographic division/subject matter referencing is provided in Table 1.7. The numbers in the body of these tables refer in all cases to tables in the Census Report, not pages.

I. RACIAL:	TABLES:
1. White, Black, and all others	(45-47)
2. White, Black, Spanish language/surname	(48-58)
3. Black (limited to places with 400+ Blacks)	(91-95, 108-111, 125-128)
4. Spanish language/surname (limited to 400+)	(96-101, 112-116, 129-133)
II. CHRONOLOGICAL: (1970 vs 1960)	(45-47)
III. GEOGRAPHIC COMPARISIONS:	
1. Urban, rural non-farm, rural farm	(48-58, 59-69)
2. Metropolitan, non-metropolitan (each sub-divided: 1) central cities 2) other urban, 3) rural non-farm 4) rural farm)	(70-80)
3. Size of place (sub-divided into: 1) urbanized fringe; 2) other urban places including a) 10,000+, b) 2,500-10,000; 3) rural areas including a) total, b) non-farm, c) farm)	(59-69)
4. Rural non-farm (by county)	(134-135)
5. Rural farm	(136-137)
IV. GEOGRAPHIC AREAS:	
1. SMSA's (Standard metropolitan statistical areas)	(40-41)
2. SMSA's sub-divided into:	(81-101)
1) Central cities or places 50,000+	(91-95 Blacks)
2) Urban balance	(96-101 Spanish)
3. Urbanized areas	(40-41, 91-101)
4. Places 50,000+	(40-41, 102-116)
5. Places 50,000-10,000*	(40-41, 102-116)*
6. Places 10,000-2,500	(42, 117-118)
7. Counties with special analyses for:	(43-44, 119-137)
1) Blacks	(125, 128 Blacks)
2) Spanish language/surname	(129-133 Spanish)
3) Rural non-farm areas	(134-135 rural non-farm)
4) Rural farm areas	(136-137 rural farm)

*(108-111 Blacks)
(112-116 Spanish)

Table 1.5 Index to census report on social and economic characteristics, methods of breakdown in 1970 census: Volume PC(1)-C6B: California (includes Tables 40-137)

I. SUMMARY STATISTICS	TABLES:
1. Social	(40, 42-43)
2. Economic	(41-42, 44)
II. POPULATION CHARACTERISTICS	
1. General (age, race, relation to head of household, family structures)	
2. Social	
A. Ethnic	
1. Nativity and parentage	(45, 49, 60, 71, 81, 91, 97, 102, 108, 113, 117, 119, 125, 130)
2. Country of origin	(45, 49, 60, 71, 81, 102, 119)
3. Mother tongue, language spoken	(49. 60, 71, 81, 102, 119)
B. Mobility	
1. State of birth	(45, 50, 61, 72, 82, 91, 102, 108, 113, 117, 119, 125, 130)
2. Residence 5 years earlier (1965)	(45, 50, 61, 72, 82, 91, 97, 102, 108, 113, 117, 119, 125, 130)
3. Commuting and mode of transportation	(50, 61, 72, 82, 102, 119)
C. Family	
1. Family compostition (types of families, age of children)	
2. Fertility	
D. Educational	
1. Enrollment	(45, 51, 62, 73, 83, 91, 97, 103, 108, 113, 120, 125, 130)
2. Attainment	(46, 51, 62, 73, 83, 91, 97, 103, 108, 113, 117, 120, 125, 130, 134, 136)
E. Special	
1. Disabilities	(52, 63, 74, 84)
2. Veteran Status	(50, 61, 72, 82, 102, 119)
3. Economic	
A. Employment	
1. Status by age and sex and presence of children	(46, 53, 64, 85, 92, 104, 109, 114, 117, 121, 131, 135, 137)
2. Weeks worked in 1969	(46, 56, 67, 78, 88, 92, 98, 104, 109, 114, 117, 121, 126, 131)
3. Mobility	(56, 67, 78, 88, 92, 98, 104, 109, 114, 121, 126, 131)
B. Occupation	(46, 54, 65, 76, 86, 93, 99, 105, 122, 134, 136)
C. Industry	(55, 66, 77, 87, 94, 100, 106, 110, 115, 117, 123, 127, 132, 134, 136)
D. Income: Level and type	(47, 57, [illegible], 89, 94, 100, 107, 118, 124, 128, 133, 135, 137)
E. Poverty	(58, 69, 90. 95, 101, 107, 111, 116, 118, 124, 128, 133, 135, 137)

Table 1.6 Subject matters included in 1970 census: Volume PC(1)-C68: California (Includes Tables 40-137)

INDEX OF BUREAU OF CENSUS: VOLUME PC(1)-C6B: CALIFORNIA: GENERAL SOCIAL & ECONOMIC CHARACTERISTICS

SUBJECT ITEMS ANALYZED:	BY	GEOGRAPHIC SUBDIVISIONS 1960/70 & RACE	MET/ NON	URB/ RUR	SIZE	SMSA 50+	50-10 000	1000 2500	COUN- TIES	RACIAL SUBDIVISIONS BLACKS SMSA	10+	CNTY	SPANISH SURNAME SMSA	10+	CNTY
1 SUMMARY STATISTICS															
1.1 SOCIAL CHARACTERISTICS						40	40	42	43						
1.2 ECONOMIC CHARACTERISTICS						41	41	42	44						
1.3 GENERAL CHARACTERISTICS															
.1 Population by 16 Ages;M/F	#M		70	48	59								96	112	129
.2 Relatn to HHH; M/F HHH's	#		70	48	59								96	112	129
.3 Families: M/F H's; Ch <6,<18	#		70	48	59								96	112	129
2 DETAILED POPULATION CHARACTERISTICS															
2.1 ETHNIC CHARACTERISTICS:															
.1 Nativity & Parentage:															
.1 Native Born	#	45	71	49	60	81		117		91	108	125	97	113	130
.2 Native of Native Parents	#	45	71	49	60	81	102		119						
.3 " of Foreign/Mixed "	#	45	71	49	60	81	102		119						
.4 Foreign Born	#	45	71	49	60	81	102		119	91	108	125	97	113	130
.2 Country of Origin of .3&.4		45	71	49	60	81	102		119						
.1 Sp.Surname/Language	#		71	49	60	81									
.3 Mother Tongue	#		71	49	60	81	102		119						
2.2 MOBILITY:															
.1 State in which Born:															
.1 State of Residence	#	45	72	50	61	82	102	117	119	91	108	125	97	113	130
.2 Others by Sections of US	#		72	50	61	82	102	117	119	91	108	125	97	113	130
.3 Born Abroad or At Sea	#	45	72	50	61	82	102	117	119	91	108	125	97	113	130
.2 Residence in 1965 (>5 yr olds)	#														
.1 Same House	#	45	72	50	61	82	102	117	119	91	108	125	97	113	130
.2 Same County	#	45	72	50	61	82	102	117	119	91	108	125	97	113	130
.3 Same State	#	45	72	50	61	82	102	117	119	91	108	125	97	113	130
.4 Others by Sections of US	#		72	50	61	82	102	117	119	91	108	125	97	113	130
.5 In College or Armed Forces	#		72	50	61	82	102		119						
.6 Abroad	#	45	72	50	61	82	102	117	119	91	108	125	97	113	130
.7 Abroad in Armed Forces	#		72	50	61	82	102		119						
.8 Selected Classes Migrants	#		72	50	61	82	102		119						
.9 Year Moved into Present Res	#		72	50	61	82									
.3 Commuting:															
.1 Work In/Out of County	#%		72	50	61	82	102		119						
.2 Mode of Transport	#		72	50	61	82									
2,3 EDUCATIONAL CHARACTERISTICS															
.1 Enrollment:															
.1 School Enrlmnt by Grades	#%	45	73	51	62	83	103		120	91	108	125	97	113	130
.2 School Enrlmnt by Age	#%	45	73	51	62	83	103		120	91	108	125	97	113	130
.3 Attendance by Males >16yrs	#%		73	51	62	83									

CONTINUED

		1960/70 & RACE	MET/ NON	URB/ RUR	SIZE	SMSA 50+	50-10 000	1000 -2500	COUNTIES	SMSA	10+	CNTY	SMSA	10+	CNTY
		GEOGRAPHIC SUBDIVISIONS								RACIAL SUBDIVISIONS					
										BLACKS			SPANISH SURNAME		
.2 Attainment:															
.1 10 Levels Sch by Males>25vr	#M	46(	73	51	62	83	103	)117(	120	91	108	125	97	113	130
.2 10 Levels Sch by Females>25	#M		73	51	62	83	103		120	91	108	125	97	113	130
.3 2 Levels for persons 18-24	%		73	51	62	83									
.4 4 Levels for Males 20-49	#		74	52	63	84	103		120						
.5 4 Levels for Females 15-44	#		74	52	63	84	103		120						
.6 Vocational Training 16-64	#%		73	51	62	83									
2.4 FERTILITY AND FAMILY COMPOSITION															
.1 Fertility:															
.1 Women 15-24: Ever Married,	#%R	45¹	74	52	63	84									
.2 Women 25-34: Child Born&<5	#%R	45¹	74	52	63	84									
.3 Women 35-44: and under 5yr	#%R	45¹	74	52	63	84	103		120	91	108	125	97	113	130
.2 Family Composition:															
.1 Families: 7 Age Levels Ch.	#		74	52	63	84	103		120	91	108	125	97	113	130
.2 Subfamilies with Ch.<18 yr	#		74	52	63	84	103		120		108	125		113	130
.3 Male vs Female Head,Ch.<18	#		74	52	63	84	103		120		108	125		113	130
.4 18yr,with one or both par	#		74	52	63	84	103		120		108	125		113	130
.3 Marital Status,persons 14-54	#		74	52	63	84									
.4 Persons Living Group Quarters	#		74	52	63	84	103		120						
2.5 SPECIAL PERSONAL CHARACTERISTICS															
.1 Persons 16-64 Disabled (work?)	#		74	52	63	84									
.2 Veteran Status by War: Men>16	#		72	50	61	82	102		119						
3 DETAILED ECONOMIC CHARACTERISTICS															
3.1 EMPLOYMENT															
.1 Employment Status(M/F)(16;14-5)	#%	46¹	75	53	64	85	104	117	121	92	109	126	98	114	131
.2 Labor Force (M/F: by 8 age lev)	%	46¹	75	53	64	85	104		121	92	109	126	98	114	131
.3 Marital,Child Status Fem in LF	#%		75	53	64	85	104		121	92	109	126	98	114	131
.4 Weeks Worked in 1969(M/F)(Age)	#M	46¹	78	56	67	88	104	117	121	92	109	126	98	114	131
.5 Ten Worker Classes (M/F,>16yr)	#		78	56	67	88	104	118	121	92	109	126	98	114	131
.6 Last Occupation of Unemployed	#		78	56	67	88	106		123	94			100		
.7 Mobility: 70vs65:M & F by ChAge	#		78	56	67	88	104²		121	92²	109²	126²	98²	114²	131²
3.2 OCCUPATION & INDUSTRY OF EMPLOYMENT															
.1 Occupation(49 cat): Tot,Female	#		76	54	65	86	105	118	122	93	110	127	99	115	132
.2 Occ of 14-15 yr olds (5 cat)M/F	#	46¹	76	54	65	86	105		122	93			99		
.3 Industry (43) of Emp;Tot,Male	#	47¹	77	55	66	87	106	117	123	94	110	127	100	115	132
.4 Ind of Emp:14-15 yrs (2 cat)M	#		77	55	66	87	106		123						
3.3 INCOME & POVERTY LEVELS															
.1 Income: Family&Individ;15 levels	#M*	47¹	79	57	68	89	107	118	124	94		128	100		133
.2 Income Type(6): Fam & Individ.	#M		79	57	68	89	107	118	124	94		128	100		133
.3 Income Levels: Selected Occups	M		79	57	68	89	105		122	93	110	127	99	115	132
.4 Family Poverty Status by Fam Types, Child Age; 75&125% Pov	#%M		80	58	69	90	107	118	124	95	111	128	101	116	133

# and % refer to type of data presented in table.
M = Mean/Median R = Rate
¹ = Reduced Breakdown
² = Males Only

(smccd master plan 1974: table by j.upton)

SECTION 6: SUBJECT MATTER INDEX TO SAN FRANCISCO-OAKLAND SMSA CENSUS REPORT

Since the bulk of information collected for the SMCCD demographic data base came from the San Francisco-Oakland SMSA report (and the most useful data that may be selectively added in the future to the data base seems contained in this report) a more extended guide to this volume is here provided.

The San Francisco-Oakland SMSA: Census Tract Reports (Series PHC(1) 189) contains eight tables on Population characteristics and five tables on Housing characteristics. The SMSA includes the following counties:

- Alameda
- Contra Costa
- Marin County
- San Francisco City/County
- San Mateo County

with a total SMSA population of 3,109,519 persons and 1,130,239 housing units.

The volume is divided into two principal sections: the section on Population characteristics (P-1 through P-374) and the section on Housing (H-1 through H-188). There is a list comparing 1960 and 1970 Census Tract boundaries and four Appendices on Area Classification (A), Definitions of Terms (B), Accuracy of the Data (C), and Census Publications (D).

Each of the thirteen tables presents first the data for each of the five counties (in the order listed above) by cities (the cities treated in San Mateo County are: Burlingame, Daly City, Menlo Park, Pacifica, Redwood City, San Bruno, San Carlos, San Mateo, South San Francisco with the county remainder as Balance); then the data is again presented for each of the counties by city and by census tract within the city followed by census tracts outside the listed cities. Since this method splits the data on census tracts which are partly within one of the listed cities, the user should beware of using figures for census tracts listed by city as totals for the tract. The tracts that are only partly within the listed cities are reported separately for the portion within and the portion outside the city. Totals for such tracts are given at the end of each table.

Table 1.8 indicates for each of the thirteen census tables in the Census Report on San Francisco-Oakland Metropolitan Area (SMSA) the general categories of data reported and on what pages data can be found for San Mateo County.

Column one locates the data given for San Mateo County by cities; column two locates data given by census tract within cities followed by census tracts not within cities; column three locates data totals given for tracts split across city boundaries.

TABLE	SUBJECT MATTER OF TABLE	(1) DATA BY CITY	(2) CITY BY TRACT	(3) SPLIT TRACT DATA
P-1	General Characteristics of Population	P: 3	P: 52-64	P: 72
P-2	Social Characteristics of Population	P: 75	P: 124-136	P: 144
P-3	Labor Force Characteristics of Population	P: 147	P: 196-208	P: 216
P-4	Income Characteristics of Population	P: 219	P: 268-280	P: 288
P-5	General and Social Characteristics of the Negro Population	P: 291	P: 302-303	P: 303
P-6	Economic Characteristics of Negro Population	P: 306	P: 317-318	P: 318
P-7	General and Social Characteristics of Spanish Language	P: 321	P: 339-342	P: 346
P-8	Economic Characteristics of Persons of Spanish Language	P: 349	P: 367-370	P: 374
H-1	Occupancy, Utilization and Financial Characteristics of Housing Units	H: 3	H: 52-64	H: 72
H-2	Structural, Equipment, and Financial Characteristics of Housing Units	H: 75	H; 124-136	H: 144
H-3	Occupancy, Utilization and Financial Characteristics of Housing Units with Negro Head of Household	H: 146	H: 154-160	H: 160
H-4	Structural, Equipment and Financial Characteristics of Housing Units with Negro Head of Household	H: 154	H: 159-160	H: 160
P-5	Characteristics of Housing Units with Head of Spanish Language or Spanish Surname	H: 163	H: 181-184	H: 188

Table 1.8 Index to San Francisco-Oakland Census Tract Reports (Series PHC(1)189)

SECTION 7: SUBJECT MATTER CATEGORIES AND DEFINITIONS

It is important for the researcher using census data to understand the vocabulary and category breakdowns used by the Bureau of Census. Accordingly, categories and terms of relevance to the SMCCD demographic data base have been excerpted from the Bureau's Dictionary of Terms and are printed here in outline form.

A. POPULATION DATA: SUBJECT MATTER DIVISIONS

1. General Characteristics of the Population
   Including Race, Age, by Sex, Relationship to Head of Household, Family Types and Number of Children, Marital Status.

2. Social Characteristics of the Population
   Including Nativity, Parentage, Country of Origin, Mother Tongue; School Enrollment and Educational Attainment; Children Ever Born, Fertility Rate; Place of Residence in 1965, Mobility, Migrants; Place of Work and Mode of Transportation.

3. Labor Force Characteristics of Population
   Including Employment Status by Sex and Age; Occupation; Industry of Employment; Class of Worker.

4. Income Characteristics of the Population
   Including Family Income Level and Individual Income Level; Type of Income; Income Below Poverty Level.

5. General and Social Charteristics of Negro Population
   (similar to 1 and 2 above but less detailed)

6. Economic Characteristics of the Negro Population
   (similar to 3 and 4 above but less detailed)

7. General and Social Characteristics of Persons of Spanish Language
   (less detailed than 1 and 2 above)

8. Economic Characteristics of Persons of Spanish Language
   (less detailed than 3 and 4 above)

B. HOUSING DATA: SUBJECT MATTER DIVISIONS

1. Occupancy, Utilization and Financial Characteristics
   Tenure, Race and Vacancy Status; Plumbing; Kitchen Facilities and Access; Number of Persons in Residence; Number per Room; Value; Rental Cost

2. Structural, Equipment and Financial Characteristics
   Number of Units in Same Structure; Year Built; Heating Equipment; Basement; Year Moved into this Unit; Automobiles Available; Gross Rent and as Percentage of Income of Occupant.

3. Occupancy, Utilization and Financial Characteristics of Housing Units with Negro Head of Household

4. Structural, Equipment and Financial Characteristics of Housing Units with Negro Head of Household

5. Characteristics of Housing Units with Household Head of Spanish Language

C. SPECIAL SUBJECT MATTER TERMS: THEIR DEFINITION AND CATEGORIES

1. Race
   Categories used: White, Negro or Black, American Indian, Japanese, Chinese, Filipino, Hawaian, Korean,(in Alaska: Aleut, Eskimo), Other

2. Nativity and Parentage
   - a. Native Population (born in U.S. or other U.S. possession)
     - 1. Native of Native Parentage (both parents also natives)
     - 2. Of Foreign or Mixed Parentage (both or one parent not native)
   - b. Foreign Born
   - c. Foreign Stock (includes Foreign Born and Native of Foreign or Mixed Parentage)

3. Mobility and Migration: (ascertained for those 5+ years old)
   - a. Mobile Population (not in same house as in 1965)
   - b. Migrant Population (not in same county as in 1965)

4. Education: (ascertained for persons 3+ years old)
   - a. Nursery School (not used in 1960 census)
   - b. Kindergarten
   - c. Elementary School (Grades 1 through 8, even if in Junior High School)
   - d. High School (Grades 9 through 12)
   - e. College (1 through 6+ academic years)

   - f. Public School (controlled by local, state, or federal government)
   - g. Private School
     - 1. Parochial Schools (controlled by religious organizations)
     - 2. Other Private Schools

5. Marital Status
   - a. Never Married (including those whose marriage was annulled)

b. Ever Married
  1. Now Married (includes common-law and re-married)
    a. Spouse Present (as a resident of same household)
    b. Spouse Absent
      1. Separated (legally or otherwise, including desertions)
      2. Spouse Absent for other reasons, e.g. employment, Armed Forces
  2. Widowed
  3. Divorced (and not now remarried)

(Ever Married asked also number of marriages and age at first marriage;
Ever Married but not Now Married asked also the reason for termination of their marriage.)

6. Fertility (ascertained for women 14+ years old)
  a. Number of Children Ever Born
  b. Number of Children Under 5 Years Old per 1000 Women 15-49 years old = Fertility Ratio

7. Living Arrangements
  a. Household Membership
  All persons occupying a single housing unit (q.v.) are referred to as a household, whether related or not.
  b. Group Quarters Membership (All other persons including inmates of institutions, persons in rooming houses, military barracks, college dormitories, other group quarters such as ships, convents, logging camp dormitories, etc. but excluding ordinary apartment houses, hotel rooms, etc. where kitchen facilities are separate for each individual or family, since these are classified as "Housing Units".)

8. Household Relationships (for Household Members only)
  a. Head of Household
    1. called Head of Family if living with one or more related persons
    2. called Primary Individual otherwise
  b. Wife of Head (Husband, if present, is always "Head")
  c. Child of Head (including stepchildren and adopted children)
  d. Other Relative of Head (by blood, marriage, or adoption grandchild, son/daughter-in-law, brother or sister, brother/sister-in-law, parent or even grandparent of head or other relatives as cousin etc.)
  e. Non-relative of Head
  (including lodger, resident employee, friend or partner)

9. Family Structure
All persons are classified as: Family Members, Unrelated Individuals or Inmates of Institutions.

a. Family Members

A family is two or more persons in the same household who are related.

7

A Sub-Family is two or persons married (with or without children) or one person with own children who live in same household and are related but do not include the Head of Household. (e.g. a child and the spouse living in same household as parent are part of same family but constitute a separate sub-family.)

A Secondary Family is a family in a household whose head is not related to them. Used only in 1960 census; now classed as Secondary Individuals (q.v.)

b. Unrelated Individuals

1. Primary Individual if head of household
2. Secondary Individual otherwise

10. Family Type

a. Husband-Wife (both residents same household)
b. Other Families with Male Head (no wife resident)
c. Families with Female Head (no husband resident)

11. Married Couples and Households

a. Husband-wife who are members of same household.
(No married couples are recognized in group quarters.)
b. Married couples with own household
(same as husband-wife family - cf 10 above - in 1970 census)
c. Married couples without own household
living with relatives (same as Sub-family)

12. Children

a. Own Children
Never-married persons under 18 years old who are son, daughter, stepchild or adopted child of the family head.
b. Related Children
Own children plus all other family members under 18 years (regardless of marital status) related to the family head.

13. Military and Veteran Status

a. Military Status (ascertained for all persons 14+ years)
   1. Civilian (not in Armed Forces at census time)
   2. Member of Armed Forces (on active duty with Army, Navy, Air Force, Marine Corps, or Coast Guard of the United States.)
b. Veteran Status
   1. Veteran
   a civilian male over 14 years who has served in U.S. Armed Forces
   Sub-divided as: W.W. I, W.W. II, Korean War, Vietnam Conflict, any other time.

14. Labor Force (ascertained for persons 14 years and older including both employed and unemployed and members of the Armed Forces)

a. Civilian Labor Force (same as above excluding Armed Forces)

b. Experienced Civilian Labor Force
    1. Employed and Unemployed (not at work and seeking it)
        a. Experienced Unemployed (have worked in past)

c. Not in Labor Force
    1. Labor Reserve (have worked within past ten years)

15. Occupation

Major Areas	Major Occupational Groups
I. White Collar	1. Professional, Technical and Kindred Workers 2. Manager and Administrators (except farm) 3. Sales Workers 4. Clerical and Kindred Workers
II. Blue Collar	5. Craftsmen and Kindred Workers 6. Operatives except transport 7. Transport, equipment operatives 8. Laborers except farm
III. Farm Workers	9. Farmers and Farm managers 10. Farm Foremen and Laborers
IV. Service Workers	11. Service Workers except private household 12. Private household workers

(For more detailed breakdown, see Classified Index of Occupations, published 1970 by Bureau of Census.)

16. Industry
    1. Agriculture, forestry and fisheries
    2. Mining
    3. Construction
    4. Manufacturing
    5. Transportation,
    6. Wholesale and retail trade
    7. Finance, insurance and real estate
    8. Business and repair services
    9. Personal services
    10. Entertainment and recreation services
    11. Professional and related services
    12. Public administration
    13. Other

17. Class of Worker
    1. Private wage and salary workers
    2. Government workers (Federal, State, or local)
    3. Self-employed workers
    4. Unpaid family worker

CHAPTER TWO

ORGANIZATION OF SMCCD DEMOGRAPHIC DATA BASE FOR SAN MATEO COUNTY

While the demographic data base for SMCCD has been selected entirely from the Bureau of Census 1970 publications, it has been selected and organized in a way that will be most useful for District educational planning. In particular, a new method of geographic sub-division has been developed to reflect the three college organization of the District; and data have been omitted that seemed less relevant to educational planning, e.g. the more detailed data on housing.

SECTION 1: GEOGRAPHIC ORGANIZATION

The data base has been organized to provide information in any of six methods of geographic sub-division:

1.	By Tract Segments	(157)
2.	By Tract	(138)
3.	By ZIP Code Area	(21)
4.	By City/Community	(21)
5.	By County Census Divisions	(16)
6.	By Sector/Region	(9,3)

A series of maps of San Mateo County showing the boundaries Census County Divisions, Tracts, and Cities/Communities is provided in Appendix B. The first page of the Appendix shows the relations between CCD's and Tracts.

The "tract segments" mentioned in 1 above are the result of non-concurrence between tract and city boundaries. Nineteen tracts were found to contain urban and rural segments. With the original 138 tracts in the county, this further segmentation results in a total of 157 tract segments. Of these, three were excluded from the data base due to their populations (less than 300) and tract 6035, the San Francisco County Jail, was removed for special analysis. The net result is a data base containing 153 tracts and tract segments, separating urban and rural areas and making possible reports on a city/community basis, as well as tract basis.

These 153 tract segments were grouped into three regions, each with three sectors, each **in turn with 17 tracts.**

Table 2.1 shows the relation between these regions, sectors, and tracts.

Since all tracts in San Mateo County have 6 as the first of four digits (6001-6138), the 6 has been dropped, and replaced with a two place alphabetic prefix indicating the city in which the tract is located. Rural tract segments have an "R" as the second alphabetic prefix, and a first letter suggesting the city to which they are adjacent. Thus MR is a rural tract segment by the city of San Mateo, DR by Daly City, BR by Burlingame, CR by San Carlos, RR by Redwood City, KR by Menlo Park, and XR on the Coastside of the peninsula. The other urban prefixes are as follows:

DC - Daly City
CM - Colma
PA - Pacifica
BB - Brisbane
SS - South San Francisco
MI - Millbrae
BU - Burlingame
HI - Hillsborough
FC - Foster City
SM - San Mateo
EP - East Palo Alto

BE - Belmont
SC - San Carlos
NF - North Fair Oaks
AT - Atherton
LA - Ladera
PV - Portola Valley
WO - Woodside
RC - Redwood City
MP - Menlo Park
HM - Half Moon Bay

REGION	SECTOR	CITIES	TRACTS
NORTHERN: I (51 Tracts)	1	Daly City	DC002-DC016; DR012-DR013
	2	Pacifica; Colma San Bruno	CM016; XR136; PA027-PA034; SB036-SB042
	3	Brisbane; Millbrae South San Francisco	BB001; SS017-SS026; MI044-MI049
CENTRAL: II (51 Tracts)	4	Burlingame; Hillsborough Foster City; San Mateo Rural Half Moon Bay	BR050; BU050-BU055; HI056-HI057 XR135; HM137; MR068-MR069; FC080-FC083
	5	San Mateo	SM058-SM075
	6	San Mateo, concluded; Belmont; San Carlos	SM076-SM079; SM084-SM085; BE086-BE090; SC091-SC096
SOUTHERN: III (51 Tracts)	7	San Carlos-Redwood City Rural North Fair Oaks; Atherton East Palo Alto; Ladera Portola Valley; Woodside	CR096; RR097-RR098; RR113; NF105-NF106; AT114-AT115; EP116; EP118-EP121; LA131; PV132; W0133-W0134
	8	Redwood City; La Honda-Pescadero	RC097-RC105; RC107-RC113; XR138
	9	Menlo Park (including Rural)	MP116-MP117; MP121-MP130; MR124-MR125; MR128-MR130

Table 2.1 Grouping of Tracts and Tract Segments into nine sectors and three regions in SMCCD demographic data base

Figure 4 illustrates graphically the boundaries of the nine sectors and the three regions containing them.

The nine sectors were grouped with the following criteria in mind:

1. The sectors in Region I should tend predominantly to patronize Skyline; those in Region II, CSM; those in Region III, Cañada.
2. Cities should not straddle sectors.
3. Sectors should be geographically continuous.
4. Sectors should be demographically homogeneous. (Family size, income, etc.)

Complete sucess was not attained. San Mateo city with its 25 tract segments necessarily violates Criterion 2, Sector 4 violates Criterion 3 (Foster City is separated). Criterion 4 was met with only modest sucess. Criterion 1 was met in terms of 1974 student data; but, some parts of Sector 6 may be tending to patronize Cañada at a higher rate, and some parts of Sector 3 patronize CSM almost as much as Skyline.

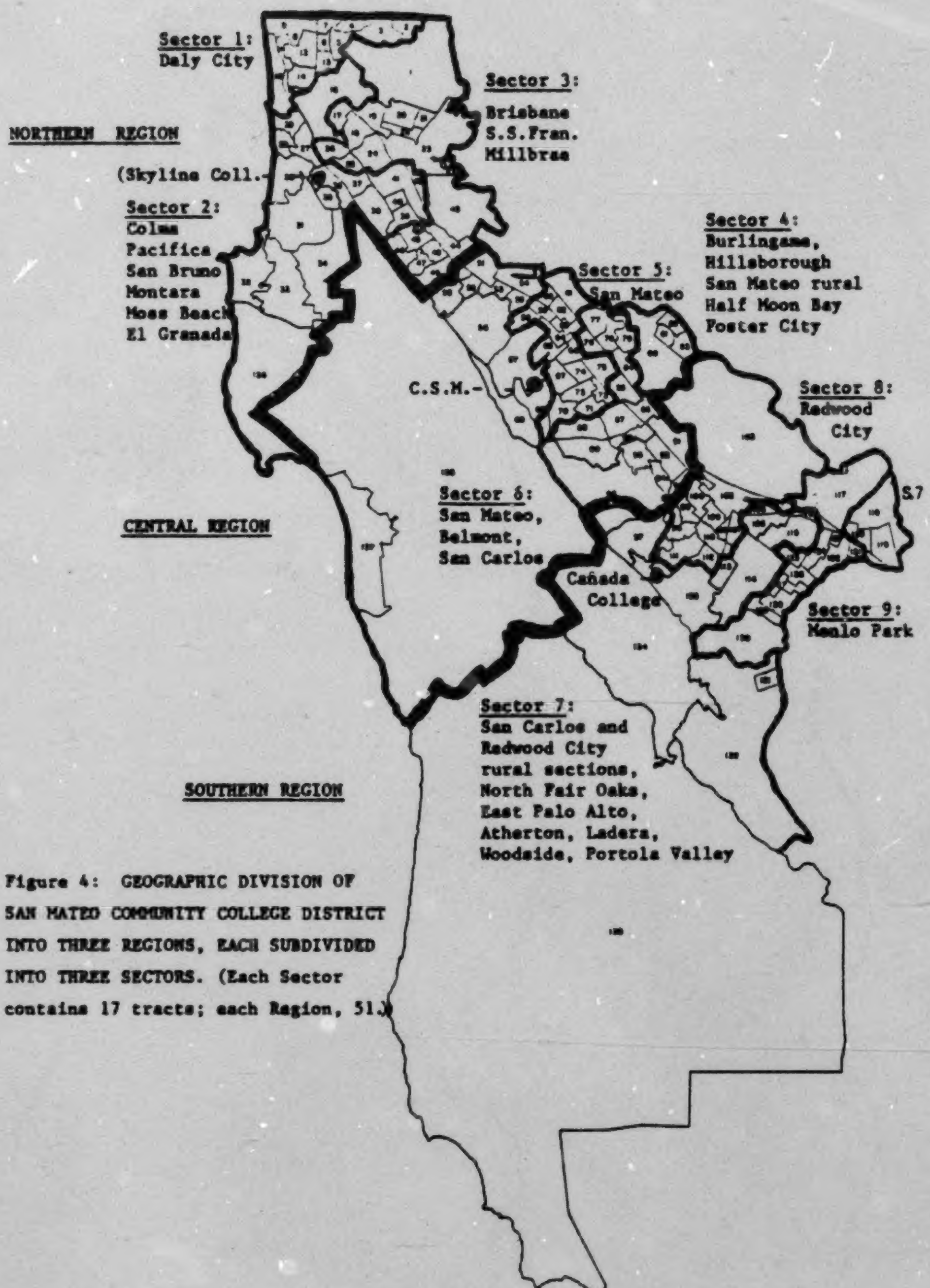

Sector 1:
Daly City
Sector 3:
Brisbane
S.S.Fran.
Millbrae
NORTHERN REGION
(Skyline Coll.-
Sector 2:
Colma
Pacifica
San Bruno
Montara
Moss Beach
El Granada
Sector 4:
Burlingame,
Hillsborough
San Mateo rural
Half Moon Bay
Foster City
Sector 5:
San Mateo
C.S.M.-
Sector 8:
Redwood
City
S.7
Sector 6:
San Mateo,
Belmont,
San Carlos
CENTRAL REGION
Cañada
College
Sector 9:
Menlo Park
Sector 7:
San Carlos and
Redwood City
rural sections,
North Fair Oaks,
East Palo Alto,
Atherton, Ladera,
Woodside, Portola Valley
SOUTHERN REGION

Figure 4: GEOGRAPHIC DIVISION OF SAN MATEO COMMUNITY COLLEGE DISTRICT INTO THREE REGIONS, EACH SUBDIVIDED INTO THREE SECTORS. (Each Sector contains 17 tracts; each Region, 51.)

No attempt was made to keep the sectors or regions nearly equal in population. The population density of the northern region compared to the southern region made this impossible. This may account for the tendency of the "service areas" (defined empirically by the actual current comparative rates of patronizing the colleges) to shift northward in relation to the region boundaries already noted.

Table 2.2 shows the 1970 population data for the nine sectors and three regions.

REGION	POPULATION	% OF COUNTY	SECTOR	POPULATION	% OF COUNTY
NORTH I	219,591	39.47	1	73,651	13.24
			2	75,510	13.57
			3	70,430	12.66
CENTRAL II	186,175	33.46	4	57,593	10.35
			5	65,500	11.77
			6	63,082	11.34
SOUTH III	148,688	26.71	7	56,787	10.20
			8	58,152	10.45
			9	33,749	6.06

Table 2.2 Population and percent of county population for each of three regions and nine sectors.

Despite the population imbalance between the three regions, it should be noted that the Central Region II contains exactly one-third of the county population; the imbalance is between Skyline and Cañada, with an imbalance of 6.5% of the population between South Region III and North Region I (26.7% vs. 39.5%). Further study will be required of the extent to which Daly City and other North County residents tend to identify with San Francisco City College compared to the extent to which South County residents tend to identify with community colleges in Santa Clara County (e.g. Foothill), before the appropriateness or inappropriateness of the population imbalance between the three regions vis-a-vis the possible definition of service areas can be adequately assessed.

Geographic proximity is another factor relevant to service area definition. The county cannot be neatly divided into three circles of equal radii since CSM is significantly closer to Cañada (9 miles in a straight line) than it is to Skyline (11 miles). The result of drawing three circles of 4 miles radius each (locating the center of the CSM circle one mile north of CSM to compensate for the asymmetry noted) is shown in Figure 6. It will be noted that the regions in each case lie within these 4 mile circles with the exception of Daly City, coastside areas, East Palo Alto, and the farther sections of Menlo Park and Portola Valley. The chart also highlights the dubiousness of including San Carlos in Central Region II, given its greater proximity to Cañada College.

More sophisticated measures of proximity in terms of travel time along normal traffic routes to and from the colleges from the various areas of the county may, of course, reveal a different definition of proximity. (cf Recommendation 3).

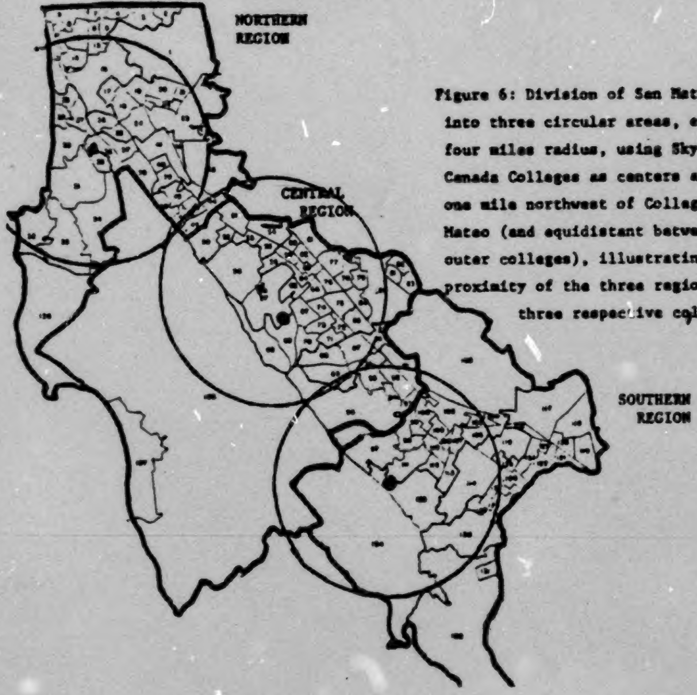


Figure 6: Division of San Mateo County into three circular areas, each of four miles radius, using Skyline and Canada Colleges as centers and a point one mile northwest of College of San Mateo (and equidistant between the two outer colleges), illustrating the proximity of the three regions to the three respective colleges.

SECTION 2: SUBJECT MATTER ORGANIZATION

Only a small selection of population descriptors from among the vast number included in the Bureau of Census reports was deemed feasible and appropriate to include in the SMCCD demographic data base for educational planning.

Table 2.3 shows the included subject areas and number of measures associated with each:

1.	Relation to Household/Family	(20 measures)
2.	Marital Status by Sex	(10 measures)
3.	Age by Sex	(40 measures)
4.	Ethnic/Racial Group	(10 measures)
5.	Employment by Sex	(20 measures)
6.	Occupation by Sex	(18 measures)
7.	Industry	(5 measures)
8.	Income/Poverty	(10 measures)
9.	Mobility	(4 measures)
10.	School Enrollment	(10 measures)
11.	Educational Attainment	(11 measures)
12.	Miscellaneous Descriptors	(12 measures)

170 measures for each of the 153 Tract segments make up the core of the demographic data base. (26,010 entries) Of the 170 measures, 5 are dollar amounts (Income/Poverty); 1 median (Education Attainment); 1 Rate (Fertility); 3 identifiers (City/Tract/Tract Segment); the remaining 160 are actual counts for a given category in the particular tract. The latter can, of course, be converted into percentage measures by use of some total count as a base; or into percentile measures by comparison to the same measure in the other 152 tract segments.

Table 2.4 shows in detail the subject matter divisions of the data and the measures associated with each. Table 2.5 on page 38 presents a typical tract report with the 170 demographic measures; the tract selected happens to be the one in which Skyline College is located. (For a detailed explanation of the categories, refer to Section 7 of Chapter One or to Appendix V, separately bound).

TABLE 2.4

1 // CITY-COMMUNITY:
2 TRACT NUMBER:
3 UNIT NUMBER:
4 **TOTAL POPULATION
5 (SOCIAL CHAR POP):
6 SAME HOUSE IN 1965
7 IN BAY AREA IN 65
8 NOT IN BAY AREA 65
9 LIVED ABROAD IN 65

10 *MEN ALL AGES:
11 MEN UNDER 5:
12 MEN AGE 5-9:
13 MEN 10-13:
14 MEN AGE 14:
15 MEN AGE 15:
16 MEN AGE 16:
17 MEN AGE 17:
18 MEN AGE 18:
19 MEN AGE 19:

20 MEN AGE 20:
21 MEN AGE 21:
22 MEN 22-24:
23 MEN 25-34:
24 MEN 35-44:
25 MEN 45-54:
26 MEN 55-59:
27 MEN 60-64:
28 MEN 65-74:
29 MEN AGE 75+:

30 *WOMEN ALL AGES
31 WOMEN UNDER 5:
32 WOMEN AGE 5-9:
33 WOMEN 10-13:
34 WOMEN AGE 14:
35 WOMEN AGE 15:
36 WOMEN AGE 16:
37 WOMEN AGE 17:
38 WOMEN AGE 18:
39 WOMEN AGE 19:

40 WOMEN AGE 20:
41 WOMEN AGE 21:
42 WOMEN 22-24:
43 WOMEN 25-34:
44 WOMEN 35-44:
45 WOMEN 45-54:
46 WOMEN 55-59:
47 WOMEN 60-64:
48 WOMEN 65-74:
49 WOMEN AGE 75+:

50 MEN: SINGLE:
51 MEN: MARRIED:
52 MEN:SEPARATED:
53 MEN: DIVORCED:
54 MEN: WIDOWED:
55 WOMEN: SINGLE:
56 WOMEN: MARRIED:
57 WOMEN:SEPARATED:
58 WOMEN: DIVORCED:
59 WOMEN: WIDOWED:

60 *FAMILIES: TOTAL:
61 HUSBND-WIFE FAM'S
62 H-W FAM'S W.CH<18
63 H-W FAM'S # CH<18
64 MALE HEAD FAM'S
65 MH FAM W.CH<18
66 MH FAM # CH<18
67 FEMALE HEAD FAM'S
68 FH FAM'S W.CH<18
69 FH FAM'S # CH<18

70 FAMILY:RELATIVE>18
71 FAMILY:NONRELATIVE
72 CHILDREN NOT IN FAM
73 PRIMARY INDIVIDUAL
74 IN GROUP QUARTERS
75 **HOUSEHOLDS TOTAL
76 @@ HOUSEHOLD SIZE
77 WOMEN 35+ MARRIED/
78 CHILDREN EVER BORN
79 =FERTILITY/(1000)

80 **WHITES TOTAL:
81 *SPANISH TOTAL:
82 SPAN M.TONGUE:
83 SPAN.LANGUAGE:
84 SPAN. SURNAME:
85 *NON-SPAN WHITE
86 **BLACKS TOTAL:
87 **ASIANS TOTAL:
88 FOREIGN BORN:
89 FOREIGN STOCK:

90 @FAM INCOME:MEDIAN
91 @FAM INCOME: MEAN
92 @IND INCOME:MEDIAN
93 -- -- -- -- --
94 -- -- -- -- -- --
95 FAMILIES: POVERTY
96 @FAM<POV: MEAN INC
97 -- -- -- -- --
98 INDIVIDS: POVERTY
99 @IND<POV: MEAN INC

100 *TOTAL MEN 16+
101 MEN ARMED FORCE
102 MEN LABOR FORCE
103 MEN EMPLOYED
104 MEN UNEMPLOYED
105 -- -- -- -- --
106 MEN NOT IN L.F.
107 -MEN NILF SCHL
108 -MEN NILF <65
109 -MEN NILF 65+

110 *TOTAL WOMEN 16+
111 WOMEN ARMED FORCE
112 WOMEN LABOR FORCE
113 WOMEN EMPLOYED
114 WOMEN UNEMPLOYED
115 -- -- -- -- -- --
116 WOMEN NOT IN L.F.
117 -- -- -- -- --
118 *WOMEN ILF:HUSBAND
119 -SAME WITH CHLD<6

120 MEN: PROF-TECH
121 MEN: TEACHERS
122 MEN: MAN-ADMIN
123 MEN: CLERICAL
124 MEN: SALES
125 MEN: SERVICES
126 MEN: OPERATIVE
127 MEN: TRANSPORT
128 MEN: LABORER
129 MEN: CRAFTS

130 WOMEN: PROF-TECH
131 WOMEN: TEACHERS
132 WOMEN: MAN-ADMIN
133 WOMEN: CLERICAL
134 WOMEN: SECRETARY
135 WOMEN: SERVICES
136 WOMEN: OPERATIVE
137 WOMEN: PRIV-HOME
138 -- -- -- -- --
139 -- -- -- -- --

140 CONSTRUCTION
141 MANUFACTURING
142 RETAIL TRADE
143 FIN,INSUR,ETC
144 EDUCATION
145 GOVERNMENT
146 * TOTAL MEN: 16-21
147 -- NOT IN SCHOOL
148 -- & NOT HS GRAD
149 * M:16-21:NIS,NSHG

150 *TOTAL SCHOOL 3-34
151 PUBLIC ELEMENTARY
152 PRIVTE ELEMENTARY
153 PUBLIC HIGHSCHOOL
154 PRIVTE HIGHSCHOOL
155 COLLEGE: PUB-PRIV
156 NIS: 18-19YR OLDS
157 NIS: 20-21YR OLDS
158 NIS: 22-24YR OLDS
159 NIS: 25-34YR OLDS

160 *TOT POPULATION 25
161 EDUC ATTAIN: NONE
162 EDUC ATT: ELEM:1-4
163 EDUC ATT: ELEM:5-7
164 EDUC ATT: ELEM:8TH
165 EDUC ATT: HIGH:1-3
166 EDUC ATT: HIGH:4TH
167 EDUC ATT: COLL:1-3
168 EDUC ATT: COLL: 4+
169 @ EDUC ATT: MEDIAN

170 NOT HIGH SCHL GRAD

(Table 2.5 Typical Tract Report as contained in Appendix V; refer to Appendix for explanation of 170 categories used.)

```
// CITY-COMMUNITY:  2030     REGION: 1    SECTOR: 2    SAN BRUNO            (URBAN)
     TRACT NUMBER:    36     ------       ------       ---------            -----
      UNIT NUMBER:    36
**TOTAL POPULATION  4843

       MOBILITY                           MARITAL STATUS
       --------                           ------- ------
SAME HOUSE IN 1965  1968     MEN:   SINGLE:   322    WOMEN:   SINGLE:    274
IN BAY AREA IN  65  2274     MEN:  MARRIED:  1190    WOMEN:  MARRIED:   1201
NOT IN BAY AREA 65   568     MEN:SEPARATED:     9    WOMEN:SEPARATED:     16
LIVED ABROAD IN 65    33     MEN: DIVORCED:    16    WOMEN: DIVORCED:     56
     *MEN ALL AGES:  2427    MEN:  WIDOWED:    18    WOMEN:  WIDOWED:     57

   HOUSEHOLDS/FAMILIES                      AGE GROUPS
   ---------- --------                     --- ------
*FAMILIES:  TOTAL:  1233    *MEN ALL AGES:  2427     *WOMEN ALL AGES    2416
 HUSBAND-WIFE FAM'S 1160      MEN UNDER 5:   294      WOMEN UNDER 5:     277
 H-W FAM'S W.CH<18   843      MEN AGE 5-9:   346      WOMEN AGE 5-9:     246
 H-W FAM'S # CH<18  1867      MEN   10-13:   241      WOMEN   10-13:     235
   MALE HEAD FAM'S    19      MEN  AGE 14:    49      WOMEN  AGE 14:      48
   MH FAM  W.CH<18    11      MEN  AGE 15:    40      WOMEN  AGE 15:      50
   MH FAM  # CH<18    20      MEN  AGE 16:    54      WOMEN  AGE 16:      39
 FEMALE HEAD FAM'S    54      MEN  AGE 17:    31      WOMEN  AGE 17:      43
 FH FAM'S  W.CH<18    44      MEN  AGE 18:    36      WOMEN  AGE 18:      35
 FH FAM'S  # CH<18   112      MEN  AGE 19:    16      WOMEN  AGE 19:      23
FAMILY:RELATIVE 18   336      MEN  AGE 20:    11      WOMEN  AGE 20:      23
FAMILY:NONRELATIVE    62      MEN  AGE 21:    22      WOMEN  AGE 21:      30
CHLDREN NOT IN FAM    64      MEN   22-24:    46      WOMEN   22-24:      72
PRIMARY INDIVIDUAL    53      MEN   25-34:   460      WOMEN   25-34:     535
IN  GROUP QUARTERS     0      MEN   35-44:   409      WOMEN   35-44:     377
**HOUSEHOLDS TOTAL  1286      MEN   45-54:   256      WOMEN   45-54:     211
 @@ HOUSEHOLD SIZE  1160      MEN   55-59:    63      WOMEN   55-59:      72
WOMEN 35+ MARRIED/   362      MEN   60-64:    30      WOMEN   60-64:      22
CHILDREN EVER BORN   903      MEN   65-74:    20      WOMEN   65-74:      32
 ** FERTILITY RATE    24      MEN AGE 75+:     3      WOMEN AGE 75+:      16

     ETHNIC/ORIGIN                          EMPLOYMENT
     ------ ------                          ----------
   **WHITES TOTAL:  4505    *TOTAL MEN 16+  1449    *TOTAL WOMEN 16+    1464
   *SPANISH TOTAL:   713   MEN ARMED FORCE     3   WOMEN ARMED FORCE       0
    SPAN M.TONGUE:   276   MEN LABOR FORCE  1305   WOMEN LABOR FORCE     737
    SPAN.LANGUAGE:   331    MEN   EMPLOYED  1291    WOMEN   EMPLOYED     685
    SPAN. SURNAME:   106    MEN UNEMPLOYED    24    WOMEN UNEMPLOYED      52
   *NON-SPAN WHITE  3792   -- -- -- -- --      0    -- -- -- -- --         0
   **BLACKS TOTAL:     6   MEN NOT IN L.F.   141   WOMEN NOT IN L.F.     727
   **ASIANS TOTAL:   332    -MEN NILF SCHL    75    -- -- -- -- --         0
     FOREIGN BORN:   367    -MEN NILF  <65    55   *WOMEN ILF:HUSBAND    541
    FOREIGN STOCK:  1365    -MEN NILF  65+    11    -SAME WITH CHLD<6    127

 SCHOOL ENROLLMENT                          OCCUPATION
 ------ ----------                          ----------
*TOTAL SCHOOL 3-34  1679    MEN: PROF-TECH   207    WOMEN: PROF-TECH      59
 PUBLIC ELEMENTARY   972    MEN: EDUCATION    39    WOMEN: EDUCATION      31
 PRIVTE ELEMENTARY    24    MEN: MAN-ADMIN   285    WOMEN: MAN-ADMIN      34
 PUBLIC HIGHSCHOOL   275    MEN:  CLERICAL   511    WOMEN:  CLERICAL     330
 PRIVTE HIGHSCHOOL    54    MEN:     SALES   180    WOMEN: SECRETARY      69
 COLLEGE: PUB-PRIV   130    MEN:  SERVICES   184    WOMEN:  SERVICES      83
 NIS: 13-19YR OLDS    80    MEN: OPERATIVE    93    WOMEN: OPERATIVE      32
 NIS: 20-21YR OLDS    19    MEN: TRANSPORT    82    WOMEN: PRIV-HOME      10
 NIS: 22-24YR OLDS     6    MEN:   LABORER    26    -- -- -- -- --         0
 NIS: 25-34YR OLDS    58    MEN:    CRAFTS   342    -- -- -- -- --         0

 SCHOOL ATTAINMENT          INCOME/POVERTY            INDUSTRY/SCHOOL
 ------ ----------          ------ -------            -------- ------
*TOT POPULATION 25  2470  @FAM INCOME:MEDIAN   139         CONSTRUCTION  122
EDUC ATTAIN:  NONE     0  @FAM INCOME:  MEAN   152        MANUFACTURING  295
EDUC ATT: ELEM:1-4     7  @IND INCOME:MEDIAN    68         RETAIL TRADE  302
EDUC ATT: ELEM:5-7    33   -- -- -- -- --        0        FIN,INSUR,ETC  243
EDUC ATT: ELEM:8TH    65   -- -- -- -- --        0            EDUCATION  107
EDUC ATT: HIGH:1-3   359   FAMILIES: POVERTY    36           GOVERNMENT  340
EDUC ATT: HIGH:4TH  1180  @FAM POV: MEAN INC    15   * TOTAL MEN: 16-21  157
EDUC ATT: COLL:1-3   518   -- -- -- -- --        1     -- NOT IN SCHOOL   32
EDUC ATT: COLL: 4+   308   INDIVIDS: POVERTY    39     -- & NOT HS GRAD    6
@ EDUC ATT: MEDIAN   127  @IND POV: MEAN INC     4   * W:16-21:NIS,NSHG    6
HIGH SCHOOL GRAD'S  2005
```

A complete listing of the numeric data as illustrated on page 38 for one tract, is provided in Appendix V (separately bound) for each of the:

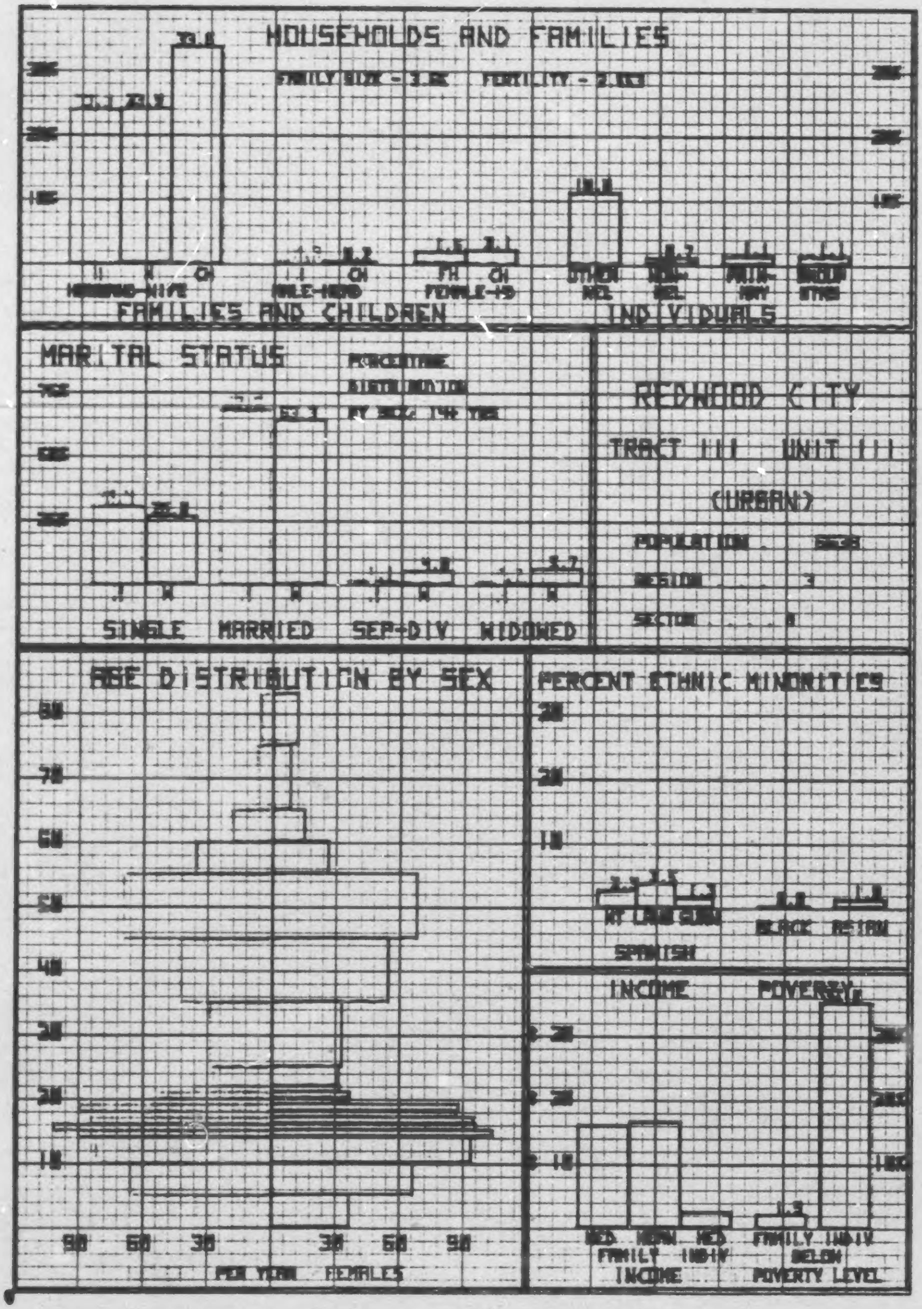
a) 3 Regions
b) 9 Sectors
c) 21 Cities/Communities
d) 153 Tracts and Tract Segments

in San Mateo County.

Appendices I, II, and III contain two-page graphic displays of the same data for each of the tracts, bound separately for each region. An illustration of the format of one of the two pages is provided on page 40. The tract selected happens to include Cañada College. For an explanation of how to interpret these graphs, refer to Appendices I-III.

Appendix IV (separately bound) contains a more concise graphic analysis of the county. Throughout this appendix are located the same two-page graphic displays, but in this case for entire regions, sectors and cities/communities.

Appendix VI contains a series of thematic maps, each illustrating for the theme or subject matter (e.g. family income) a comparitive distribution for all the tracts in the county, showing those in the highest, second highest and lowest deciles with respect to the particular thematic measure.


HOUSEHOLDS AND FAMILIES
FAMILY SIZE
FERTILITY
33.6
CH
CH
FH
CH
OTHER
REL
FAMILIES AND CHILDREN
INDIVIDUALS
MARITAL STATUS
PERCENTAGE
DISTRIBUTION
REDWOOD CITY
TRACT 111
UNIT 111
(URBAN)
POPULATION
REGION
3
SECTOR
SINGLE
MARRIED
SEP+DIV
WIDOWED
AGE DISTRIBUTION BY SEX
80
70
60
50
40
30
20
10
90
60
30
30
60
90
PER YEAR
FEMALES
PERCENT ETHNIC MINORITIES
SPANISH
BLACK
ASIAN
INCOME
POVERTY
MED
MEAN
MED
FAMILY
INDIV
INCOME
FAMILY
INDIV
BELOW
POVERTY LEVEL

CHAPTER THREE

GENERAL DEMOGRAPHIC CHARACTERISTICS OF SAN MATEO COUNTY

It is not possible within the limits of this report to present more than a cursory view of some of the more basic and easily discovered demographic patterns in San Mateo County. Detailed computerized study of the 170 measures contained in the San Mateo Community College District data base for each tract is to be undertaken in future months. Pre-1970 data and data from the 1975 census update will be collected; also, data from regions similiar to San Mateo County will be added to the base. Study of this larger data base over a period of time will hopefully reveal other, more subtle and more meaningful patterns in the San Mateo county population. These studies would then be enlarged to include correlational studies with other data sources, such as county high school and District college student profiles with the expectation of some fairly definite patterns and trends emerging as input for planning and decision making. At this time some of the more salient demographic features of the county will be summarized.

SECTION 1: AGE PATTERNS IN SAN MATEO COUNTY

Three age groups are singled out for analysis here in view of their particular relevance to an institution of community education: The elderly and retired, adolescents from 15 to 19 years old, and the young under five.

San Mateo County in 1970 had a lower percentage of residents over 60 years of age (of retirement age at this time) than did either the state of California or the United States: 11.7% compared to 12.9% for the state and 14.1% for the nation. Approximately 60,000 in San Mateo County were over 60 years of age in 1970.

The senior citizens of San Mateo County tend to reside almost exclusively in the Central and Southern Sectors of the county especially in San Mateo, Menlo Park, Burlingame and Redwood City. In 47 of the 51 tracts in the Northern Sector less than 14% of the population are over sixty years of age; and 6 of the 14 tracts with less than 4% over sixty are in Pacifica with 2 others in South San Francisco. The only other county area with comparably low percentages of senior citizens is Foster City (3 of its 4 tracts). A sweep along the El Camino from Millbrae to Menlo Park would pass through (or within a few blocks of) every tract with high concentrations of senior citizens. This may be due to their need for public transportation, nearby shopping centers or the presence of condominiums and apartment houses.

In sixteen tracts in the county (excluding those with less than 1,000 population) more than 20% of the residents are over 60. Five other tracts had percentages somewhat lower (14-16%) but showed consistently high percentages (over 3%) for each of the four groups analyzed: men 60-64 and 65-74; women 60-64 and 65-74. Table 3.1 groups these 34 tracts by sectors within three percentage ranges. The exact percentages for each of these groups for all tracts and sectors is provided in Appendix D, pages 1-3.

TRACTS WITH 20% OF RESIDENTS OVER SIXTY YEARS OF AGE IN 1970:

REGION	SECTOR	CITY	TRACT NUMBERS
Central	4	Burlingame	51,53,55
"	5	San Mateo	59,63,64,66,72,74
"	6	San Carlos	92
Southern	8	Redwood City	100,103
"	9	Menlo Park	122,125, 126,127

TRACTS WITH 17-20% OF RESIDENTS OVER SIXTY:

Northern	2	San Bruno	41
"	3	Millbrae	44,48
Central	4	Burlingame	52,54
"	5	San Mateo	58,65,73
"	6	San Carlos	91,93
Southern	8	Redwood City	99,109
"	9	Menlo Park	128

TRACTS WITH 14-16% OF RESIDENTS OVER SIXTY:

Northern	2	San Bruno	39
Central	4	Burlingame	50,51
"	4	Hillsborough	56,57

TABLE 3.1 1970 DISTRIBUTION OF CENSUS TRACTS IN SAN MATEO COUNTY WITH HIGHEST PERCENTAGES OF RESIDENTS OVER 60 YEARS.

The actual numbers of 60-74 years olds subdivided by two age levels and by sex for each of the cities/communities in the county, as well as county urban totals are listed in Table 3.2.

REGION	SECTOR	CITY	1970 POPULATION	AGES 60-64	AGES 65-74	TOTAL 60-74	MEN 60-74	WOMEN 60-74
N	1	Daly City	66,922	2,162	2,366	4,528	2,166	2,364
N	2	Pacifica	36,020	637	595	1,232	590	642
N	2	San Bruno	36,254	1,194	1,244	2,438	1,138	1,300
N	3	South San Fran.	46,646	1,526	1,574	3,100	1,502	1,598
N	3	Millbrae	20,770	943	1,037	1,980	928	1,052
C	4	Burlingame	27,320	1,760	2,383	4,143	1,760	2,383
C	4	Hillsborough	8,753	573	624	1,197	610	587
C	4	Foster City	9,522	106	123	229	105	124
C	5,6	San Mateo	78,991	3,880	5,162	9,042	3,888	5,154
C	6	Belmont	23,667	775	806	1,581	733	848
C	6	San Carlos	25,924	1,455	1,565	3,020	1,372	1,648
S	7	North Fair Oaks	9,736	389	507	896	395	501
S	7	Atherton	8,085	421	408	829	419	410
S	7	East Palo Alto	17,837	435	585	1,020	492	528
S	7	Woodside-Portola	10,930	426	521	947	460	487
S	8	Redwood City	55,686	2,466	3,039	5,505	2,457	3,048
S	9	Menlo Park	26,734	1,477	2,001	3,478	1,460	2,018
Urban Totals:			509,797	20,625	24,540	45,165	20,475	24,690
Category Percentages			100	4.05	4.81	8.86	4.02	4.84

Table 3.2 SAN MATEO COUNTY RESIDENTS 60-74 YEARS, FOR 17 CITIES/COMMUNITIES BASED ON 1970 CENSUS.

The second age group of special relevance to the college district includes residents who were 15-19 years old at the time of the 1970 census and are now 20-24. The characteristics of the county in respect to this age group resemble somewhat those for the age group 60+ years in two ways: the county percentage is lower than either the state or nation (8.7 compared to 9.1 and 9.4 respectively) and the largest percentages tend to occur in the central and southern regions.

Five of the 14 tracts with the highest percentages (11-14%) are in the Central Region, and six are in the Southern Region. Only three are in the Northern Region, two of them in Millbrae. None of those with highest percentages are in Daly City, Pacifica or San Bruno, and only one exists in South San Francisco. If the next decile is included (10%-14%) the 28 tracts are distributed: 12 Central, 9 South and only 7 North.

A map of San Mateo County census tracts showing the distribution of this age group is provided in Figure 3.2. The darker tracts are those in the top two deciles with percentages greater than 10%. Tracts at the opposite extreme, with percentages less than 6% are indicated with a dotted pattern. Interestingly, tracts at opposite extremes tend frequently to be juxtaposed in groups in both San Mateo and Menlo Park. Tracts without shading are in the middle of the percentage spectrum in regard to this age group.

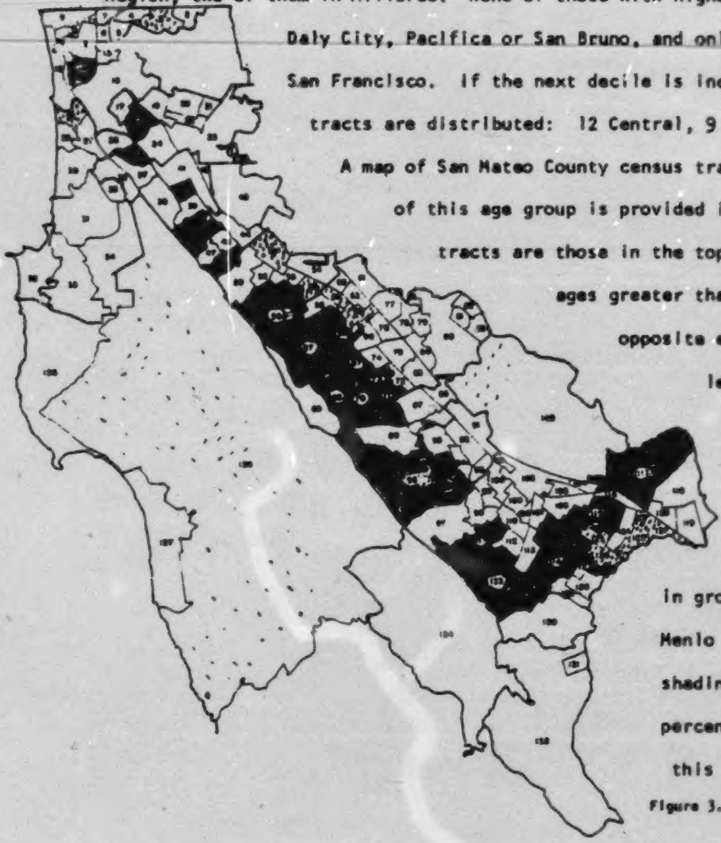


Figure 3.3 Distribution of persons 15-19 years of age in 1970 census, by tracts in San Mateo County.

Darkened tracts are those with 10+%
Dotted tracts are those with 6-%

The geographic distribution of children under five years of age (now 5-10) shows a tendency opposite to the preceding. The preponderence of these children live in the Northern Region of the county, especially in Daly City and the tracts of Pacifica not bordering the ocean. Foster City in the Central Region, and North Fair Oaks (and East Palo Alto to a lesser extent) in the Southern Region showed similar high percentages (11-19%). Especially low percentages (less than 5%) characterized tracts in Hillsborough, Burlingame, Menlo Park (east of El Camino Real) and the more densely populated area of Woodside.

A list of the tracts with especially high (and low) percentages of these children (now between 5 and 10 years old) is given in Table 3.3.

Interestingly, San Mateo County had again a lower mean percentage (7.7%) of children under five than either the state (8.2%) or the nation (8.4%).

In summary: In 1970

a) San Mateo County residents were between 24 and 65 to a significantly greater extent than the state or nation;

b) Senior citizens tended to live in the Central and Southern regions of the county and, to a marked degree, near El Camino Real;

c) Central county enjoyed the highest percentage of 19-24 year olds;

d) The greatest percentage of children of ages 5-9 lived in the Northern Region.

TRACTS WITH HIGH PERCENTAGES (10%+)

REGION	SECTOR	CITY	TRACT NUMBERS
Northern	1	Daly City	2, 10, 12
Northern	2	Pacifica	27, 28, 29, 34
Northern	2	San Bruno	36, 37, 42
Northern	3	South San Francisco	21, 22, 26
Central	4	Foster City	80, 82, 83, 84
Central	6	San Mateo	77
Southern	7	North Fair Oaks	105, 106
Southern	7	East Palo Alto	118, 120
Southern	8	Redwood City	104
Southern	9	Menlo Park	116, 117

TRACTS WITH LOW PERCENTAGES (<5%)

REGION	SECTOR	CITY	TRACT NUMBERS
Northern	3	Millbrae	49
Central	4	Burlingame	50, 55
Central	4	Hillsborough	56, 57
Central	5, 6	San Mateo	58, 64, 73, 79
Southern	7	Woodside	133
Southern	7	Atherton	115
Southern	8	Redwood City	100, 103
Southern	9	Menlo Park	125, 126

TABLE 3.3. 1970 distribution of census tracts in San Mateo County with highest (and lowest) percentages of children under 5 years.

SECTION 2: ETHNIC PATTERNS IN SAN MATEO COUNTY

Three ethnic minorities with substantial representation in San Mateo County are analyzed in this section: Spanish, Black, and Asian-Americans.

Spanish-Americans are subdivided by the Bureau of Census into those of Spanish Mother Tongue, those of Spanish Language (but not mother tongue), and those of Spanish Surname. The measures used in the following analysis refer to the sum of all three sub-categories.

The majority of Spanish-American residents of San Mateo County live in the Northern Region, especially in Daly City and South San Francisco, with additional concentrations in North Fair Oaks and the nearby tracts of Redwood City. Only one tract (77) in the Central Region has more than 15%, whereas 24 of the 51 tracts in the Northern Region, and 8 of the 51 tracts in the Southern Region exceed 15%. Twelve of the 15 tracts in the county with more than 20% are in the Northern Region, the remaining three are in the Southern Region.

The mean percentages of Spanish-Americans for 9 sectors of the county are:

NORTHERN REGION			CENTRAL REGION			SOUTHERN REGION		
1	2	3	4	5	6	7	8	9
17.7%	13.3%	16.2%	5.8%	6.2%	7.5%	12.9%	12.0%	5.1%

Figure 3.3 illustrates the geographic distribution of Spanish-Americans, and Pages 4-6 of Appendix D provide detailed analysis of the 153 county tracts giving the percentage of residents who are of Spanish heritage subdivided into those of Mother Tongue, Spanish Language (but not mother tongue) and Spanish Surname.

The Black-Americans in San Mateo County are highly centralized in East Palo Alto and East Menlo Park in the Southern Region. More than 50% of the residents in Tracts 117, 118 and 119 are Blacks. The percentage in Tract 62 of San Mateo is slightly less than half. In two tracts of Daly City (4 and 7), and two in North Fair Oaks or neighboring Redwood City the percentages are a little more than 15%. Six other tracts in the Northern Region (4 in Daly City, 1 each in South San Francisco and Pacifica) are between 5 and 10%. The average percentage of Black residents in the remaining 139 tracts of the county is less than one percent. Besides the four tracts of Foster City which average 2%, and two tracts bordering Tract 62 (mentioned above), the remaining 44 tracts in the Central Region all have less than one percent Blacks.

The total population and number of Black residents in 1970 by cities were:

CITY	TOTAL POPULATION	BLACKS	%
East Palo Alto	17,837	7,903	44.3
(East) Menlo Park	26,734	4,656	17.4
Daly City	66,922	3,641	5.4
San Mateo	78,991	2,862	3.6
Redwood City	55,686	948	1.7
North Fair Oaks	9,736	723	7.4
South San Francisco	46,646	625	1.3
Pacifica	36,020	521	1.5
Foster City	9,522	173	1.8
San Bruno	36,254	142	0.4
Belmont	23,667	80	0.3
TOTALS	408,015	22,274	5.46

No other city or community in the county had as many as 50 Black-Americans in 1970. Table 3.4 on page 51 lists in descending order the tracts of San Mateo County by percentage of Black- and Spanish-Americans, with cummulative sub-totals. For details by individual tracts and sectors refer to Appendix D, pages 4-6.

SAN MATEO COUNTY: 1970 CENSUS OF POPULATION

CENSUS TRACTS: RANKED BY NUMBER OF PERSONS IN ETHNIC MINORITIES**

TRACT	BLACKS	% POP	RANK		TRACT	SPANISH LANGUAGE	MOTHER TONGUE	OTH.SP. SURNAME	TOTAL* POPUL.	SP.L. % POP.
MP117	4343	94.4	1	1	RC102	1743	1393	99	6477	26.9
EP118	3174	87.9	2	2	SS022	1607	1320	166	6270	25.6
EP119	4203	68.9	2	2	DC004	1516	1368	313	5626	26.9
EP120	3270	63.7	4	4	DC005	1375	869	333	4895	28.1
SM062	2285	45.9	5	5	NF106	1286	972	117	6667	14.6
	17275	74.8	Cumul		Total	7527	5922	1028	29935	25.1
DC004	1011	17.7	6	6	DR012	1092	792	225	5666	19.3
DC007	726	13.8	7	7	SS019	1008	583	77	6465	15.6
RC107	589	17.1	8	7	DC007	967	720	308	5271	18.3
NF105	499	16.1	9	9	DC010	997	520	302	6774	14.7
PR035	258	39.4	10	10	SS020	894	566	241	5587	16.0
	20358	66.2	Cumul		Total	12485	9103	2181	59698	20.9
SS025	361	9.5	11	11	SS018	888	497	146	7217	12.3
DC010	381	5.6	12	11	SS017	858	533	219	4601	18.6
DC005	342	7.3	12	11	RC109	802	588	107	5387	14.9
PA027	345	6.5	12	14	PA033	883	355	171	7814	11.3
DC002	285	8.6	15	15	SM077	775	488	207	6219	12.5
	22072		Cumul		Total	16691	11564	3031	90936	18.4
DC006	223	5.7	16	16	PA032	758	384	52	4945	15.3
EP121	199	6.7	17	17	SB037	762	378	182	6924	11.0
NF106	224	3.4	18	17	DC015	742	415	216	6017	12.3
RC102	186	2.8	19	19	SB038	710	336	52	6342	11.2
SM059	161	4.0	20	20	PA027	694	401	217	5260	13.2
	23065		Cumul		Total	20357	13478	3750	120434	16.9
CR138	130	5.3	21	21	SS023	657	509	34	3169	20.7
DC015	167	2.8	21	22	DC006	664	478	88	3943	16.8
SM060	109	3.0	23	23	DC014	647	410	390	5176	12.5
MP123	82	10.2	23	24	DC011	642	419	175	6356	10.1
MP116	81	3.9	25	25	SB041	645	360	105	6181	10.4
	23634		Cumul		Total	23612	15654	4542	145259	16.3
DC014	107	2.1	26	26	SS024	599	374	129	6343]	11.7
DC011	101	1.6	27		SR024	178	95	0	299]	
DC016	88	2.2	28	28	SB036	607	276	106	4839	12.5
MP122	82	1.6	29	28	NF105	590	474	86	3092	19.1
DC013	67	2.3	30	30	PA028	562	272	130	3554	15.8
	24079		Cumul		Total	26148	17145	4993	163386	16.0
			--------COUNTY TOTALS-------							
	25890					50575	31617	12464	556234	
			% OF TOTAL IN 30 ABOVE TRACTS							
	93.0					51.7	54.2	40.1	29.37	

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* as projected on Social Characteristics Matrix;(PHC-T89:pp.124-136.

** rank determined by both absolute numbers and percentage of population for Blacks, by numbers of Sp.Lang & Mother Tongue & %, for Spanish popul.

Asian-Americans, though distributed more evenly throughout the county, tended to reside in tract areas with high percentages of either Spanish- or Black-Americans. Tracts 2-7 in Daly City, Tract 62 in San Mateo, Tract 120 in East Palo Alto and, to a lesser degree, Tract 25 in South San Francisco evince this pattern. However, Tract 113 in Redwood City; 80, 82 and 83 in Foster City; 76 and 79 in San Mateo; 25 and 26 in South San Francisco show fairly high concentrations of Asian-Americans not especially associated with other ethnic minorities. Further analysis of Asian-Americans into particular nationalities may be required to discover any more meaningful patterns.

In summary:

a) Spanish-Americans reside principally in the Northern Region of San Mateo County (especially in Daly City) and to a lesser extent in the tracts of the North Fair Oaks area;

b) Black-Americans are concentrated to an extremely high degree in the tracts of East Palo Alto and East Menlo Park in the Southern Region, to a lesser extent in two tracts in Daly City and one in San Mateo;

c) Many Asian-Americans live in or near tracts with high concentrations of Black- and Spanish-Americans, though there are other concentrations of Asians not so associated.

SECTION 3: SOCIO-ECONOMIC PATTERNS IN SAN MATEO COUNTY

There is, as one would expect, a close connection between tracts with high family income patterns and those containing highly valued housing. In both regards, 10 tracts in seven cities stand out: Hillsborough (56, 57); Atherton (114, 115); Burlingame (49); San Mateo (70); Ladera (131); Portola Valley (132); Woodside (133, 134). Particularly high in family income but less so in value of housing are San Mateo (69), Foster City (82), Menlo Park (123 - Veterans' Administration Hospital, 127, 128). The reverse is evident in Burlingame (50) and Belmont (86 and 89).

It is a peculiarity of the tracts in Hillsborough, Atherton, Woodside and Portola Valley that they are not in the lowest decile of tracts with respect to the percentage of either individuals or families living below the poverty level.

The highest percentage of individuals and families below the poverty level (ranging from 10-25%) occur in Daly City (2 and 13), San Mateo (62), North Fair Oaks/Redwood City (105, 107), and East Palo Alto/Menlo Park (117, 118, 120). Tracts 4 (Daly City), 42 (Millbrae), 63 (San Mateo) and 119 (East Palo Alto) show a high percentage of individuals but not families below the poverty level. Tracts 6 (Daly City), 30 (Pacifica), 102 and 109 (Redwood City) show the reverse pattern. The Veterans' Hospital also revealed a larger percentage of patients and/or residents with low family income.

Figures 3.1 and 3.2 show the distribution of the tracts discussed above with respect to high and low family income, families and individuals (outside of families) below poverty level; and high valued housing.

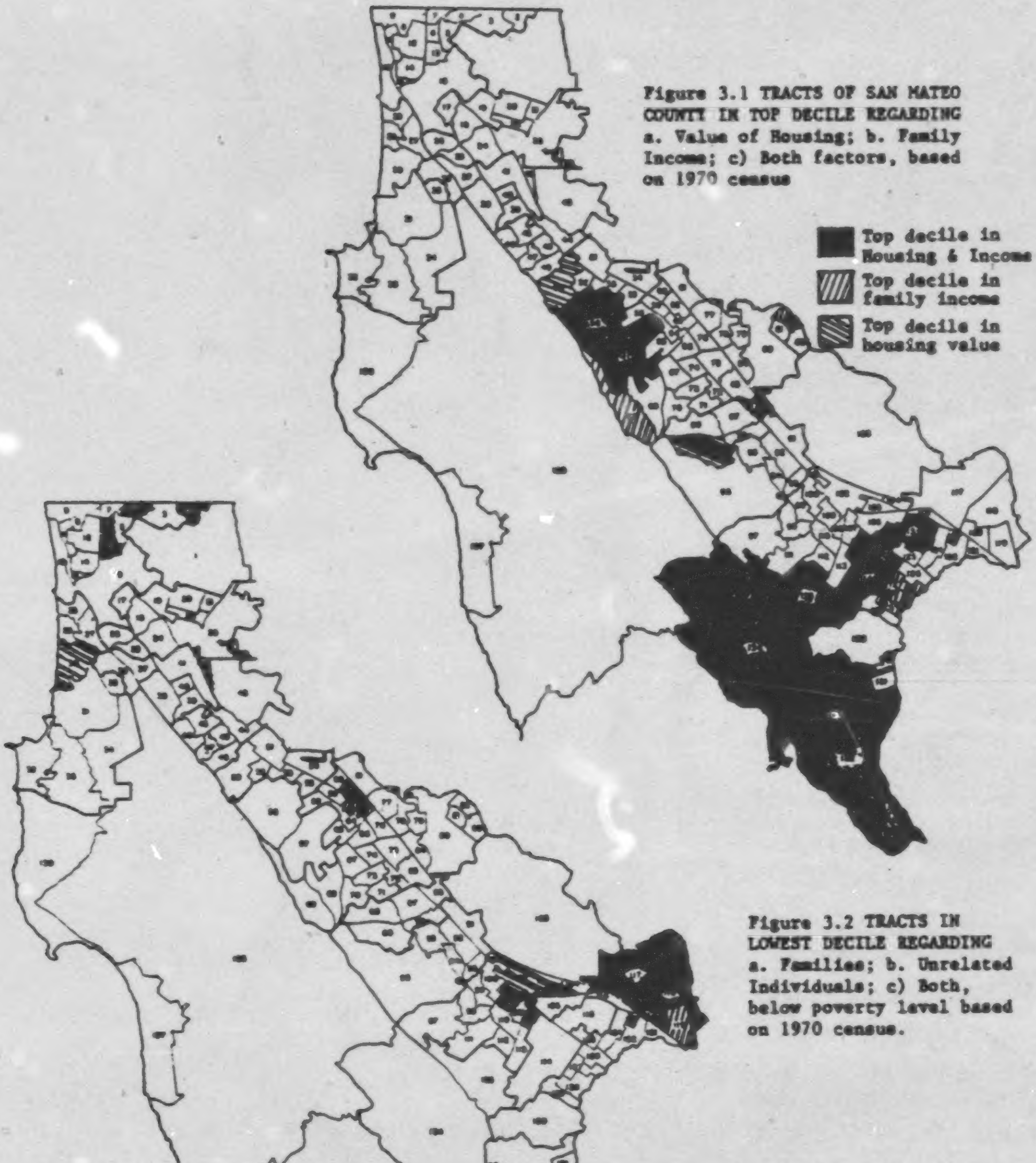


Figure 3.1 TRACTS OF SAN MATEO COUNTY IN TOP DECILE REGARDING a. Value of Housing; b. Family Income; c) Both factors, based on 1970 census

■ Top decile in Housing & Income

▨ Top decile in family income

▨ Top decile in housing value

Figure 3.2 TRACTS IN LOWEST DECILE REGARDING a. Families; b. Unrelated Individuals; c) Both, below poverty level based on 1970 census.

■ Lowest decile in families and other individuals below poverty

▨ Lowest decile in individuals (outside families) re poverty

▨ Lowest decile in families below poverty level

Tracts with high percentages of families without an automobile did NOT closely correspond to those with low incomes (except for Tracts 62 and 63 in San Mateo, 102 and 109 in Redwood City, 117 and 120 in East Palo Alto, and 126 in Menlo Park). The more evident pattern for such transportation-absent tracts was that they bordered the El Camino Real and included in almost every case large percentages of people 60 years of age and older.

Tracts with large percentages of families with a female head of family also corresponded very closely to the same pattern: along El Camino Real in the same tracts that showed high percentages of senior citizens. The presence of a female head of household did not seem to correlate closely with poverty. Caution is required, however, until further study can investigate such a possible correlation below the tract level of analysis.

SECTION 4: EDUCATIONAL PATTERNS

Two educational patterns only will be presented in this report; one concerning enrollment and the other concerning level of educational attainment. Further information on these subjects is available in detail in the seperate Appendices.

Figure 3.3 on this page indicates those tracts in the county with especially high percentages of 16-21 year olds (at the time of the 1970 census) who were neither enrolled in school nor yet graduated from high school. The data is presented on two levels, those tracts in the top 10% with percentages between 17.6 and 58.4, and those in the second decile, ranging from 12.4 to 17.2 percent. The pattern shows the Central Region to have the lowest number of these tracts (with four in the second decile and none in the top decile). The Northern and Southern Regions are about equal in this regard with six tracts in the top decile to the north (2, 6, 22, 26, 30, 35) and seven to the south (102, 105, 106, 108, 109, 117, 120). Of those in the second decile, seven (13, 17, 21, 27, 41, 42, 44) are to the north, and two (104, 107) are to the south. This pattern has little

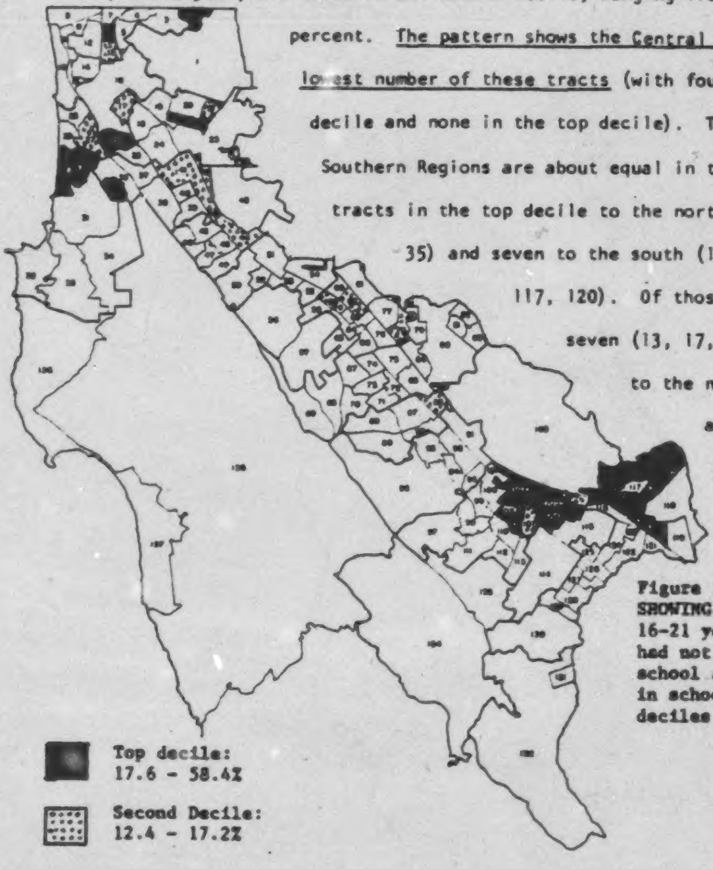


Figure 3.3 TRACT DISTRIBUTION SHOWING PERCENTAGE OF PERSONS 16-21 years of age in 1970 who had not graduated from high school and were not enrolled in school; first and second deciles indicated.

correlation with the total percentages of 16-21 year olds for the individual tracts, but a rather high correlation with tracts below the family income poverty level, especially in Daly City, East Palo Alto, and the area around North Fair Oaks.

There is also a smaller but noticeable correlation with the percentage of tract residents 25+ years old who have attained less than eight years of schooling. Tracts showing high percentages of such residents occur (as above) in East Palo Alto, North Fair Oaks and surrounding tracts, South San Francisco east of the Bayshore Freeway and in Daly City, tracts 2, 4, 6, 7, and 13. Only three tracts in the Central Region had high percentages: 62, 53, and 137 (Half Moon Bay), compared to eleven in each of the northern and southern regions. Tract 35, the county jail, showed a high percentage both of persons over 25 years who have completed less than eight years of schooling and of persons 16-21 who are neither enrolled in school nor graduated from high school.

CHAPTER FOUR: RECOMMENDATIONS

For the first time the San Mateo Community College District has a data base capable of measuring demographic patterns of relevance to educational planning. But this data base can achieve maximum usefulness only through further augmentation and through, careful integration with other data bases, such as Occupational Patterns in the Bay Area (cf. Technical Report), Student Profile and Enrollments, Fiscal Resources and Community Needs Assessment. A highly articulate and computerized information system relating to these data bases must be designed and implemented in the months ahead.

While no system to date, at least none known to the author, has been implemented for a community college district which includes community demographic and psychographic data along with occupational, fiscal and student profile/enrollment information, nevertheless much initial work has been done in this area and will need to be thoroughly studied during the process of designing and implementing a system for the San Mateo Community College District. Especially notable in this connection is the work done by the California Department of Finance in the new account coding structure, by the National Center for Higher Education Management Systems (NCHEMS), a part of the Western Interstate Commission for Higher Education (WICHE), and by the Seattle Community College District who have recently undertaken an expansion of the NCHEMS system to include additional data appropriate to community colleges.

The relevance of demographic and attitudinal data on the general community becomes increasingly more obvious as the number of enrollments from local high schools becomes a smaller percentage of the college student enrollment, as the average college student's age moves from 21-22 to th 26-30 age range (a national phenomenon reported recently by A.A.J.C.A.), and as citizens look increasingly to the community colleges both for leisure and enrichment courses as well as for a wide range of offerings designed to upgrade their employment skills and enable them to make the occupational changes increasingly necessary in a more fluid and ever-changing economy. If the current recession has prompted large numbers of citizens to return to school for upgrading their job skills, so may a restoration of economic health in so far as it involves, as suggested recently by the Department of Labor, a new mix of industrial and occupational skills.

Three specific recommendations regarding the newly instituted SMCCD demographic data base have been referred to in the course of this technical report.

The first recommendation (cf. page 18) is for further development of the data base. In 1975 a census update will be implemented. Inclusion of this data should be undertaken as soon as it becomes available, perhaps during the autumn of this year. In the meantime, data from either 1960 or 1965 could be included to provide a three-point basis for trend analysis. Such trend studies of the county will provide a more meaningful frame of reference for the trend analyses soon to begin on student profile and enrollment data. Some additional measures from Census Bureau data could also be included by way of augmentation, e.g. vocational training completed, presence and duration of various disabilities, occupation-industry employed in five years ago, place of and transportation to work.

The second recommendation concerns some initial attempt at interrelating the demographic with other data bases. Such experimentation will hopefully reveal some useful patterns for educational planning in the immediate future, but more importantly will serve as a learning experience for those entrusted with the development of an overall information system in the District. While the data currently on file for District college students does not permit linking the students with the individual tracts around which the demographic data base has been structured, it does permit associating the students with larger geographic areas defined by ZIP codes and city boundaries, for which demographic analyses can be prepared. Such a project should be undertaken by the District Planning Services staff.

The final recommendation focuses on the question of proximity and access to the three District colleges from various sectors of the county. An over-simplified discussion of this issue was presented on pages 36-37. More sophisticated study of access routes and travel patterns will make possible a more adequate measurement of access proximity and perhaps reveal patterns of attendance at the District colleges relevant to recommendations about transportation of students to and from the campuses, or about the appropriate location of off-campus classes that would best respond to transportation problems.

FOOTNOTES

1. The other seven censuses regularly conducted by the Bureau of Census together with the first year that each was conducted are:

   > Census of Agriculture (1840); of Mining (1840); of Governments (1850); of Manufacturers (1870); of Business (1930); of Transportation (1963); of Construction (1967).

   It is current Bureau policy to conduct the Censuses of Population and Housing in years ending in "0"; of Agriculture in years ending in "4" and "9"; and the other six censuses in years ending in "2" and "7". This does not mean that the policy has been in effect ever since the first such census was taken in the year indicated above.

2. There were 34,600 tracts in the U.S. in 1970; but, not all of the U.S. was divided into tracts. In these later areas the ED's were grouped into Minor Civil Divisions, or where these were unsuitable, into specially defined Census County Division (CCD). There were 35,000 MCD/CCD in the U.S. in 1970.

3. The demographic data base prepared for SMCCD is limited to San Mateo County except for the occupational data which includes all of the San Francisco-Oakland and San Jose- SMSA's.

APPENDIX A

APPENDIX A - 1

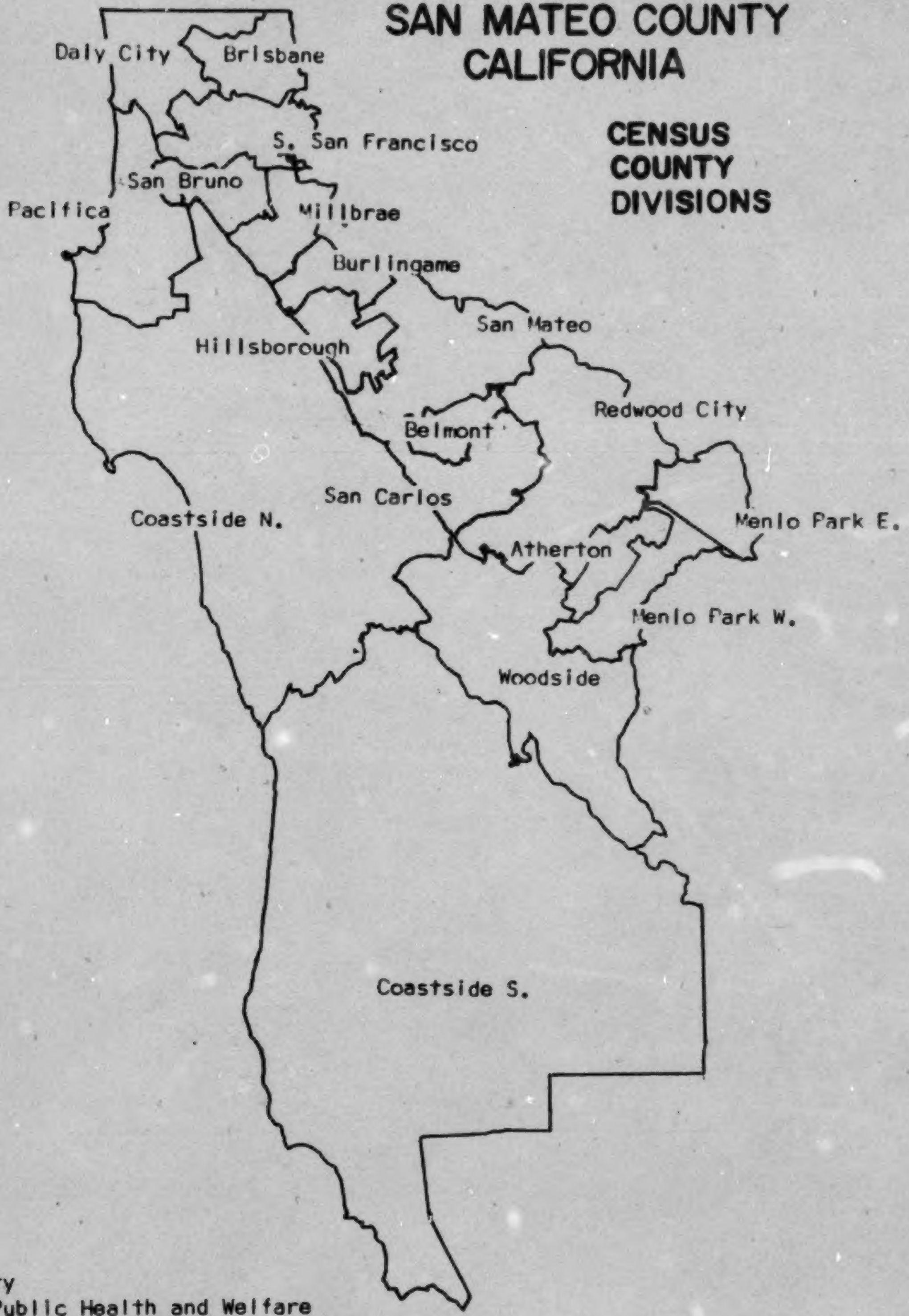
SAN MATEO COUNTY COUNTY CENSUS DIVISIONS (CCD) AND CENSUS TRACTS:

CENSUS DIVISIONS (CCD)	CENSUS TRACTS	SPECIAL TRACTS	TOTAL POP.
1. BRISBANE	1: 6001		3 022
2. DALY CITY	15: 6002-6016		67 179
3. SOUTH SAN FRAN.	10: 6017-6026		46 617
4. PACIFICA	9: 6027-6035	(6035 = County Jail)	36 101
5. SAN BRUNO	7: 6036-6042		36 261
6. MILLBRAE	7: 6043-6049	(6043 = Int'l Airport)	20 795
7. BURLINGAME	6: 6050-6055		27 251
8. HILLSBOROUGH	2: 6056-6057		8 739
9. SAN MATEO	28: 6058-6085	(6080-3=Foster City)	79 018
10. BELMONT	5: 6086-6090		23 645
11. SAN CARLOS	6: 6091-6096		26 023
12: REDWOOD CITY	17: 6097-6113		55 431
13: ATHERTON	2: 6114-6115		8 076
14: MENLO PARK	15: 6116-6130		26 710
15: WOODSIDE-PORTOLA VALLEY	4: 6131-6134	(6131 = Stanford; 6132 = Portola Valley)	18 246
16: SOUTH COASTSIDE	4: 6135-6138	(6137 = Half Moon Bay)	4 023
-- -----------------	-- ---------	----------------------	487 137
:SAN MATEO COUNTY TOTAL	138:6001-6138		556 234

APPENDIX A - 2

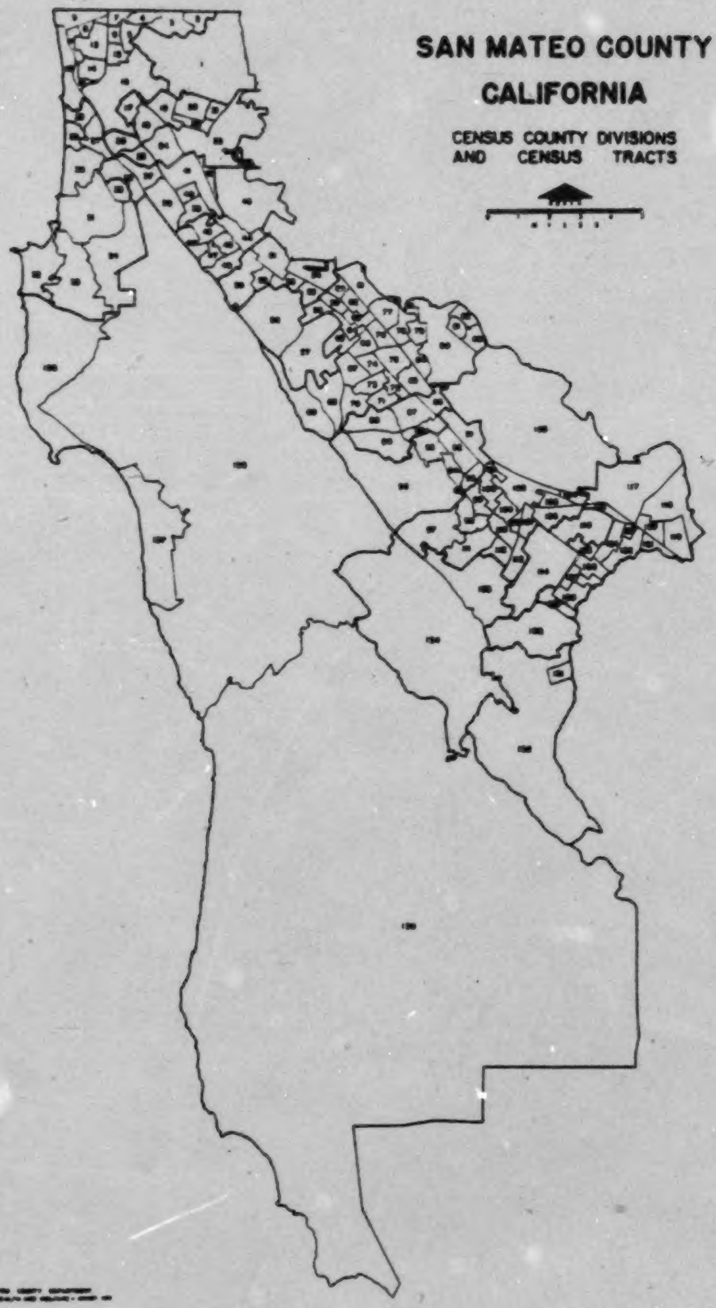
SAN MATEO COUNTY CALIFORNIA

CENSUS COUNTY DIVISIONS


Daly City
Brisbane
S. San Francisco
San Bruno
Pacifica
Millbrae
Burlingame
San Mateo
Hillsborough
Redwood City
Belmont
San Carlos
Coastside N.
Menlo Park E.
Atherton
Menlo Park W.
Woodside
Coastside S.

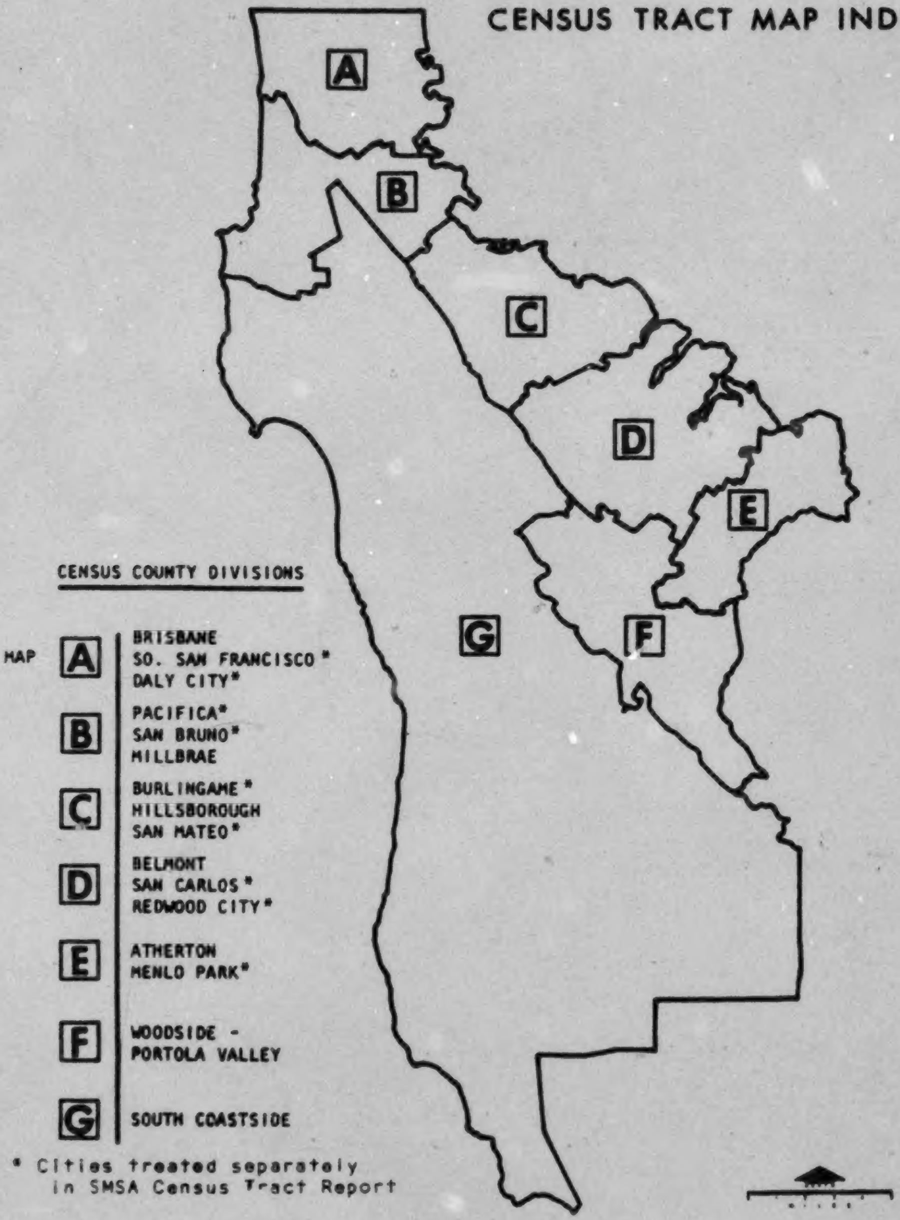
San Mateo County
Department of Public Health and Welfare
Research & Statistics

APPENDIX A - 3


SAN MATEO COUNTY
CALIFORNIA
CENSUS COUNTY DIVISIONS
AND CENSUS TRACTS

APPENDIX A - 4

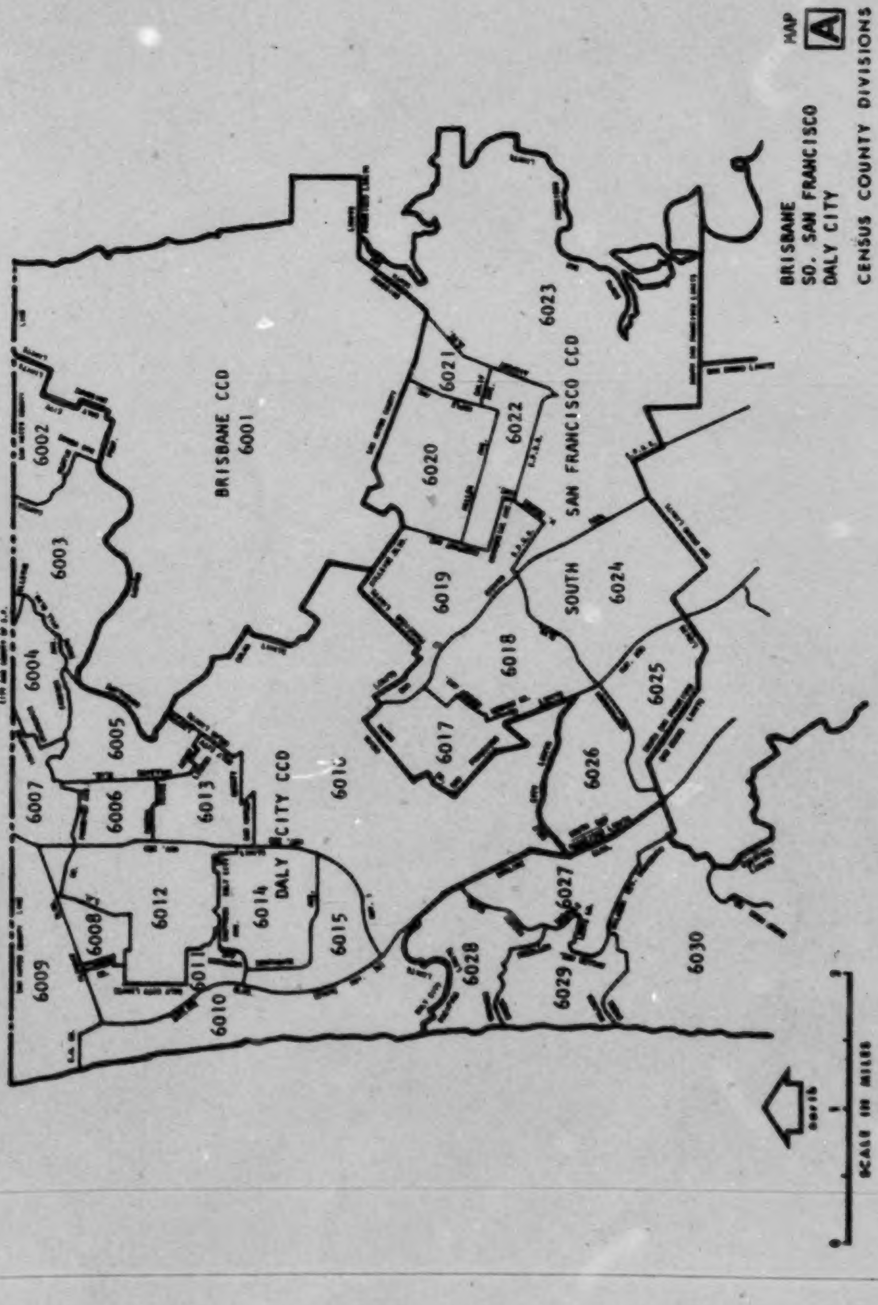
CENSUS TRACT MAP INDEX



CENSUS COUNTY DIVISIONS

MAP	
A	BRISBANE SO. SAN FRANCISCO* DALY CITY*
B	PACIFICA* SAN BRUNO* MILLBRAE
C	BURLINGAME* HILLSBOROUGH SAN MATEO*
D	BELMONT SAN CARLOS* REDWOOD CITY*
E	ATHERTON MENLO PARK*
F	WOODSIDE - PORTOLA VALLEY
G	SOUTH COASTSIDE

* Cities treated separately in SMSA Census Tract Report



MAP
A
BRISBANE
SO. SAN FRANCISCO
DALY CITY
CENSUS COUNTY DIVISIONS
BRISBANE CCD
6001
6002
6003
6004
6005
6006
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6012
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6014
6015
6016
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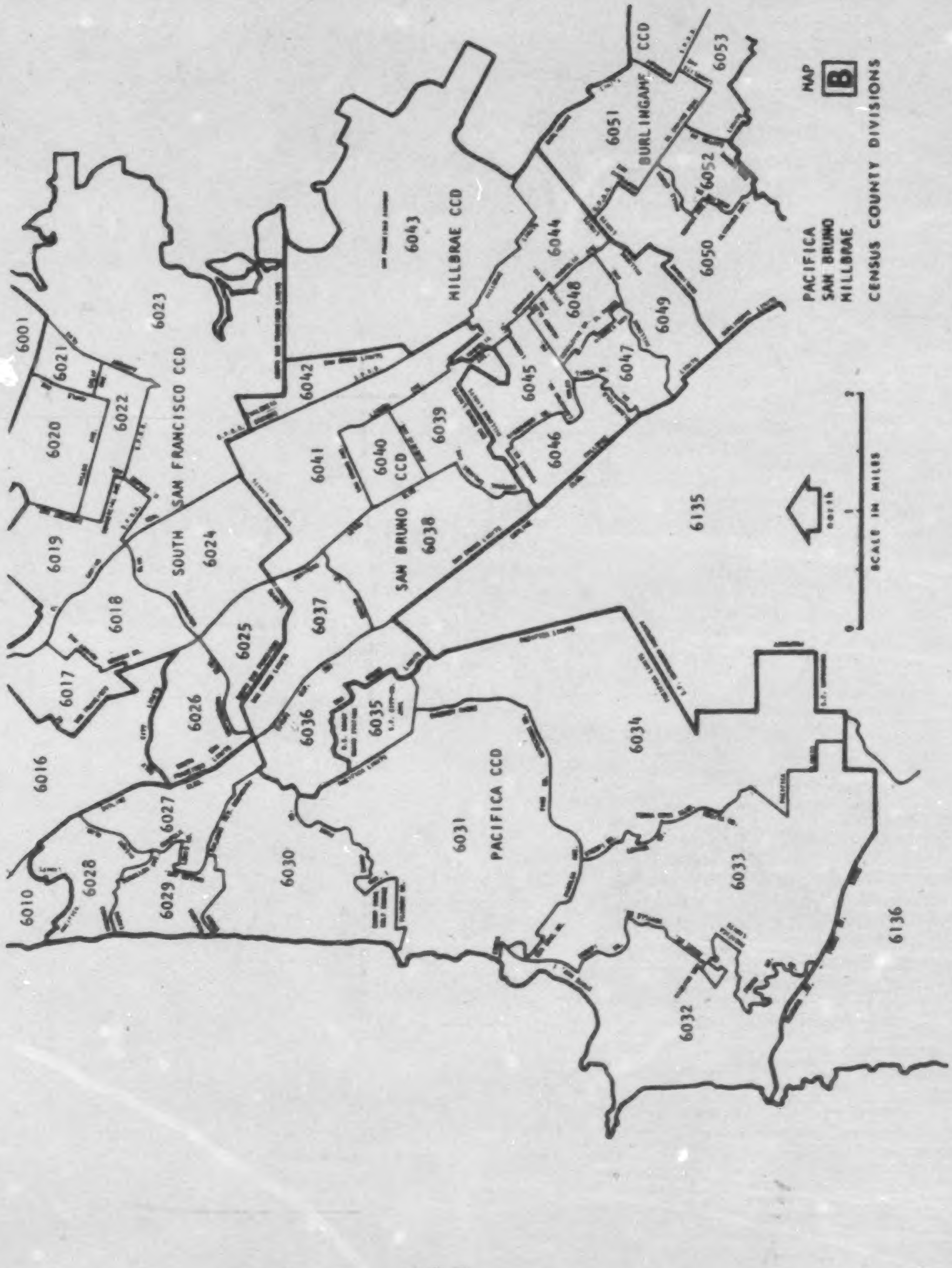
6019
6020
6021
6022
6023
SAN FRANCISCO CCD
SOUTH
6024
6025
6026
6027
6028
6029
6030
DALY CITY CCD
NORTH
SCALE IN MILES
0
1
2


PACIFICA
SAN BRUNO
MILLBRAE
CENSUS COUNTY DIVISIONS
MAP
B
SCALE IN MILES
0
1
2
north
SOUTH SAN FRANCISCO CCD
MILLBRAE CCD
BURLINGAME CCD
SAN BRUNO CCD
PACIFICA CCD
6001
6010
6016
6017
6018
6019
6020
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6022
6023
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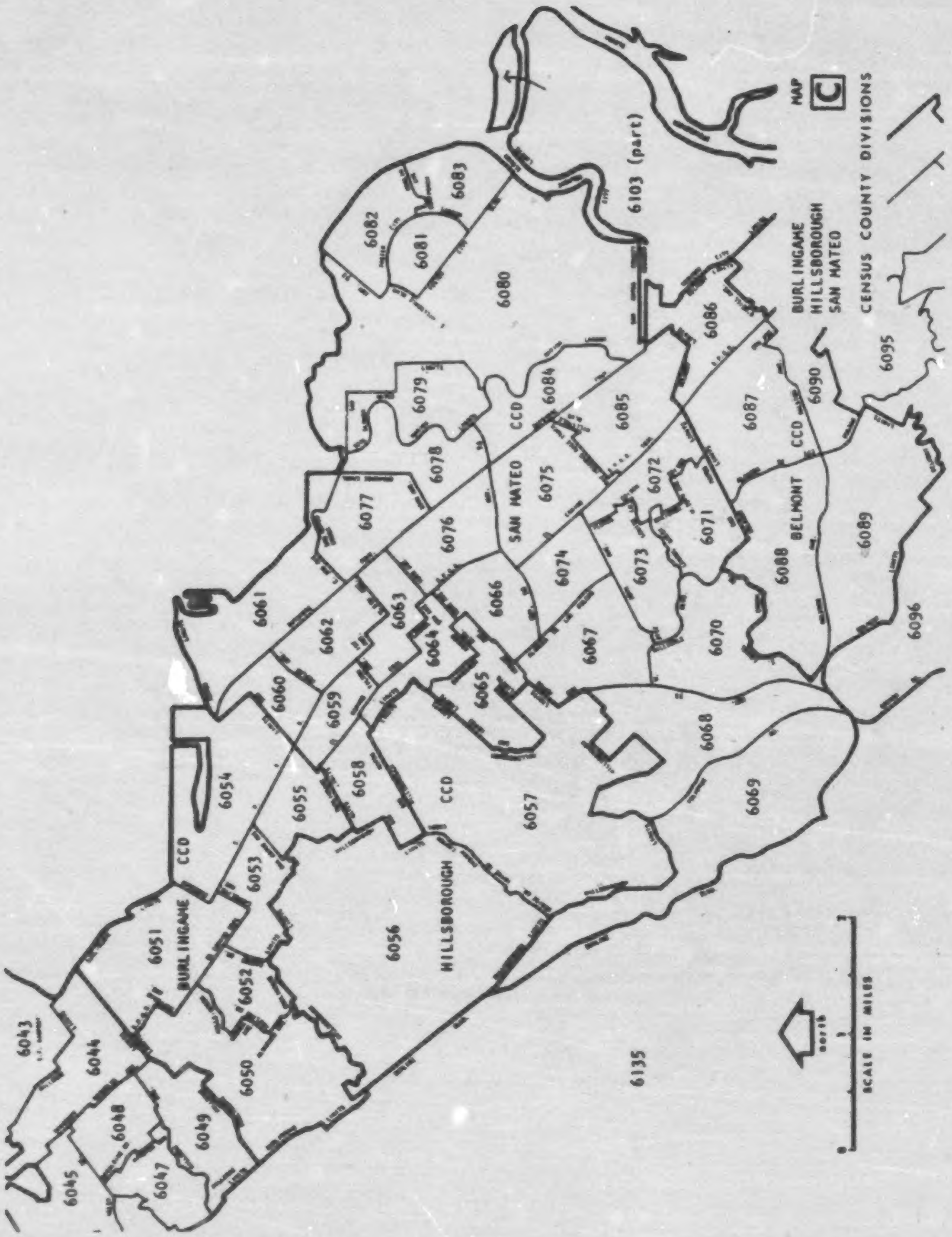
6053
6135
6136

APPENDIX A - 7


MAP C
BURLINGAME
HILLSBOROUGH
SAN MATEO
CENSUS COUNTY DIVISIONS
BURLINGAME CCD
HILLSBOROUGH CCD
SAN MATEO CCD
BELMONT CCD
6043
6044
6045
6047
6048
6049
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6051
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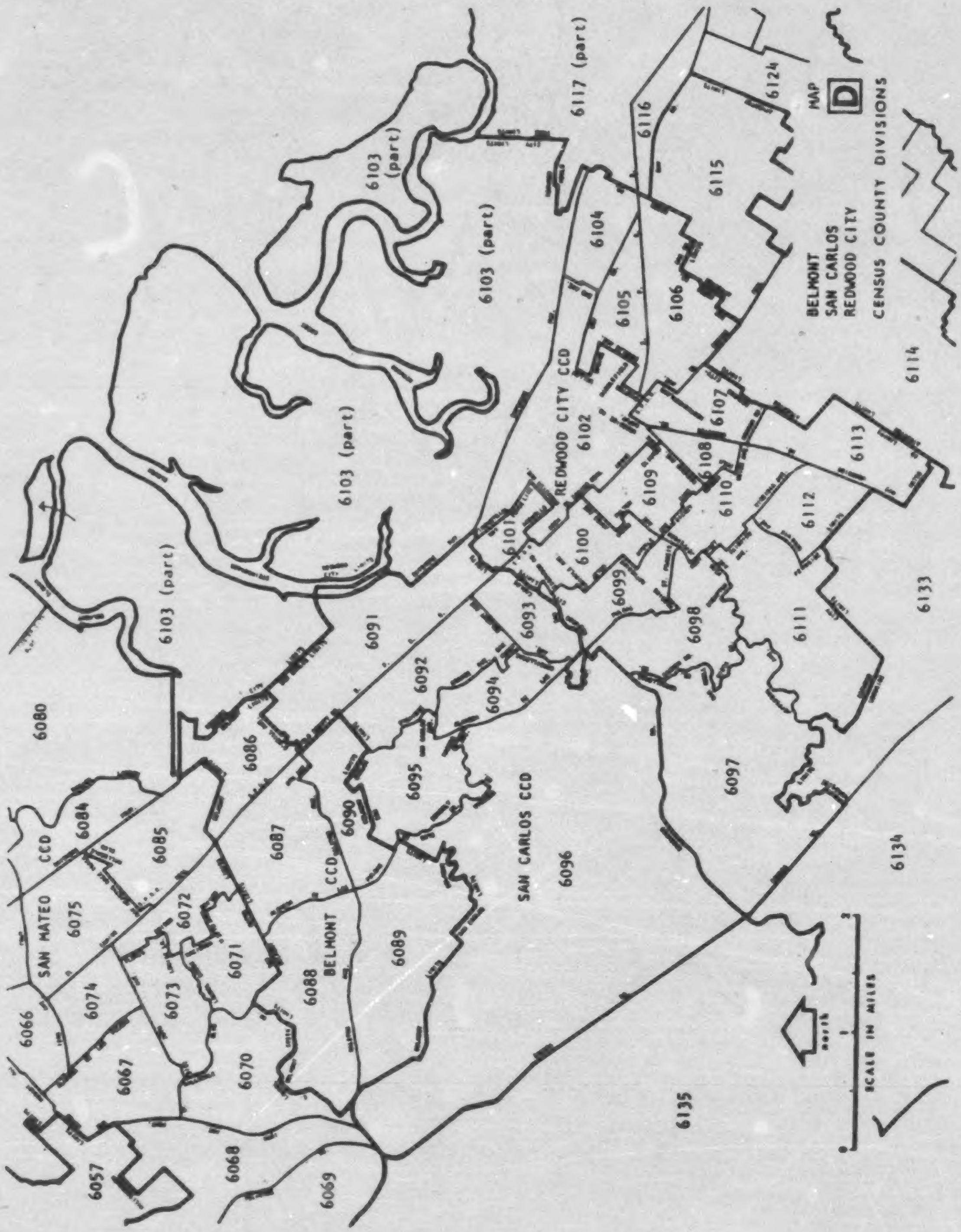
6086
6087
6088
6089
6090
6095
6096
6103 (part)
6135
NORTH
SCALE IN MILES


MAP D
BELMONT
SAN CARLOS
REDWOOD CITY
CENSUS COUNTY DIVISIONS
SCALE IN MILES
NORTH
SAN MATEO CCD
BELMONT CCD
SAN CARLOS CCD
REDWOOD CITY CCD
6057
6066
6067
6068
6069
6070
6071
6072
6073
6074
6075
6080
6084
6085
6086
6087
6088
6089
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6091
6092
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6094
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6097
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6099
6100
6101
6102
6103 (part)
6103 (part)
6103 (part)
6103 (part)
6103 (part)
6104
6105
6106
6107
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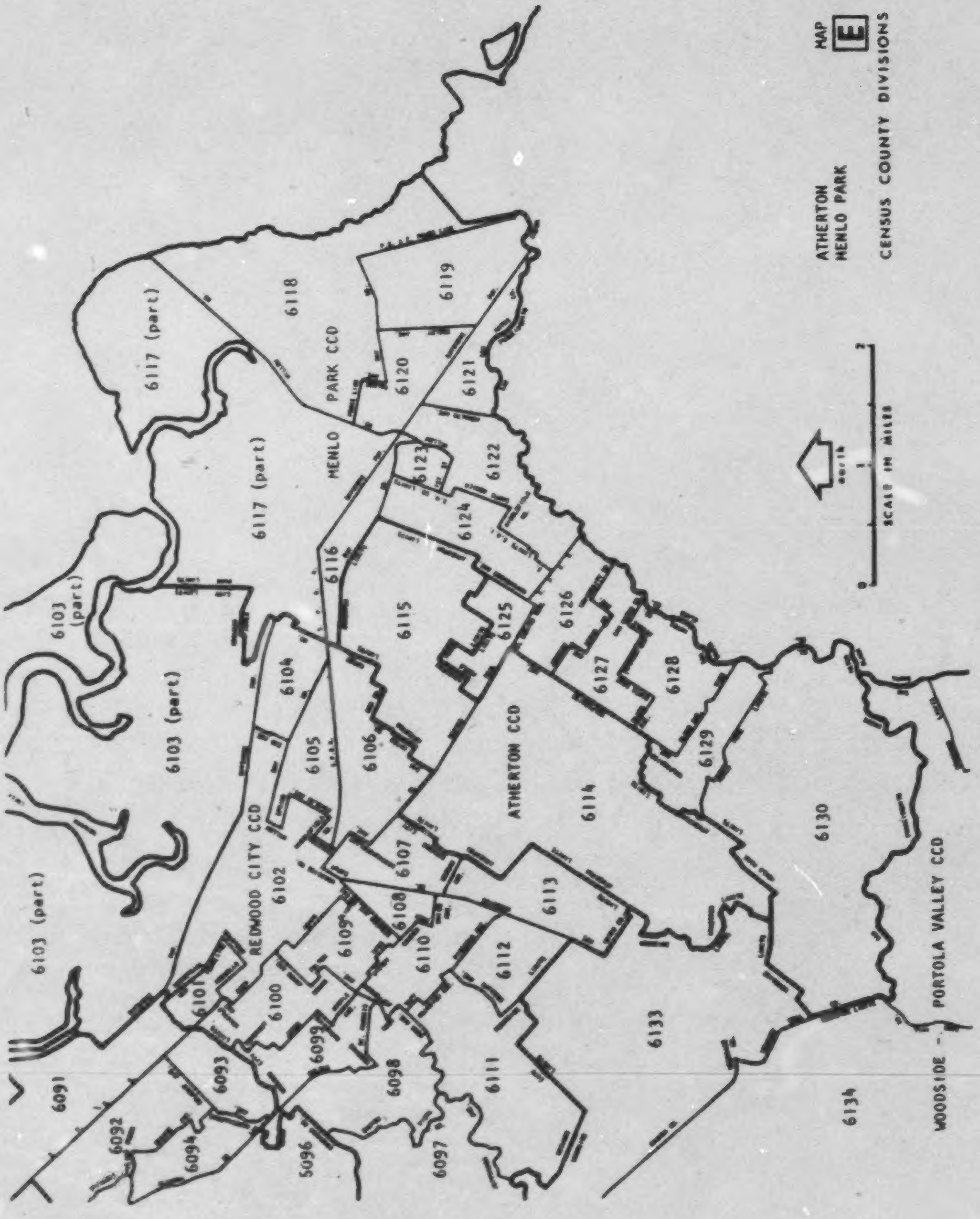
6109
6110
6111
6112
6113
6114
6115
6116
6117 (part)
6124
6133
6134
6135


MAP E
ATHERTON
MENLO PARK
CENSUS COUNTY DIVISIONS
north
SCALE IN MILES
0
1
2
MENLO PARK CCD
ATHERTON CCD
REDWOOD CITY CCD
WOODSIDE - PORTOLA VALLEY CCD
6117 (part)
6118
6119
6120
6121
6122
6123
6124
6125
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6128
6129
6130
6116
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6114
6113
6112
6111
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6107
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6105
6104
6103 (part)
6102
6101
6100
6099
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6097
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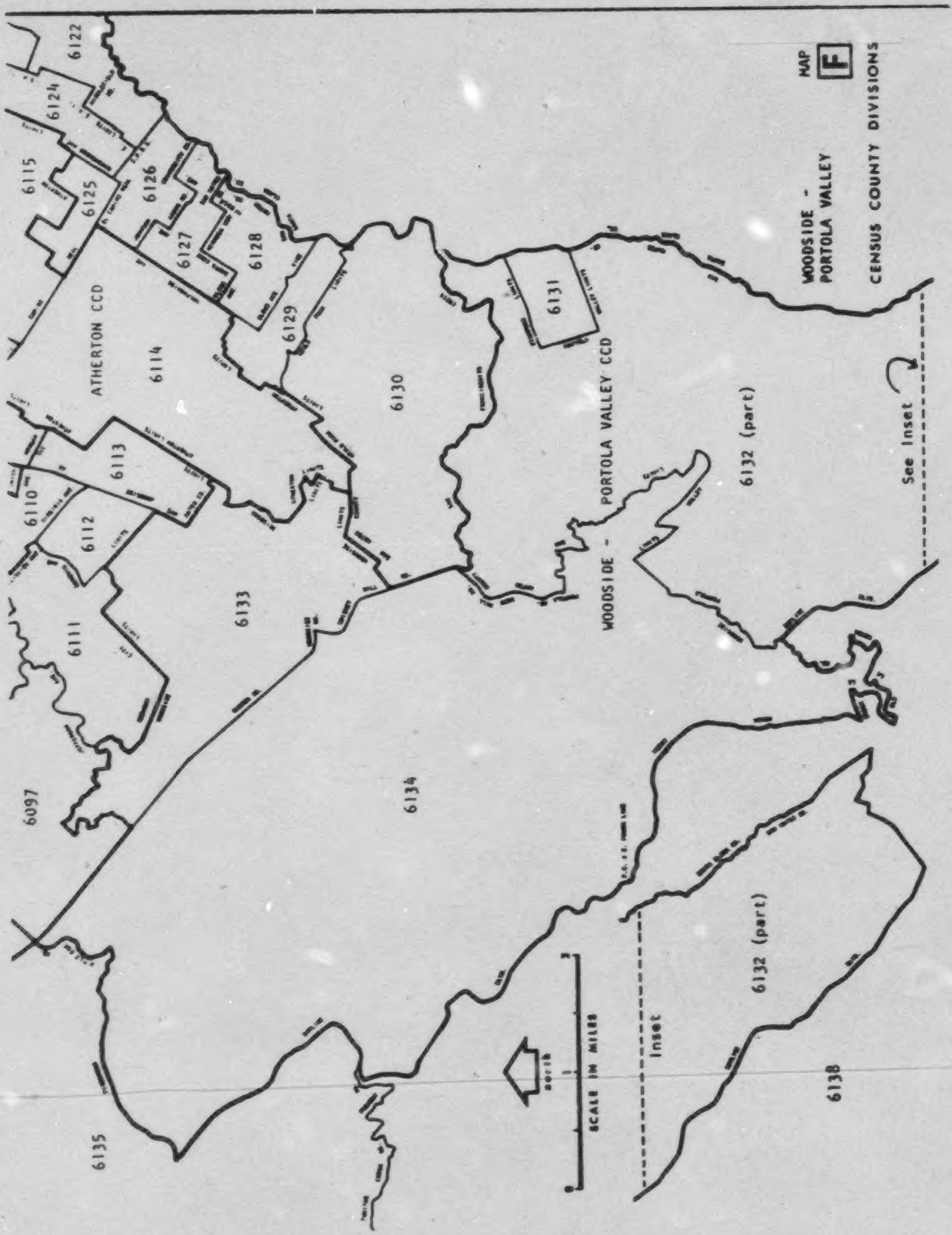
6094
6093
6092
6091
6133
6134

APPENDIX A - 10



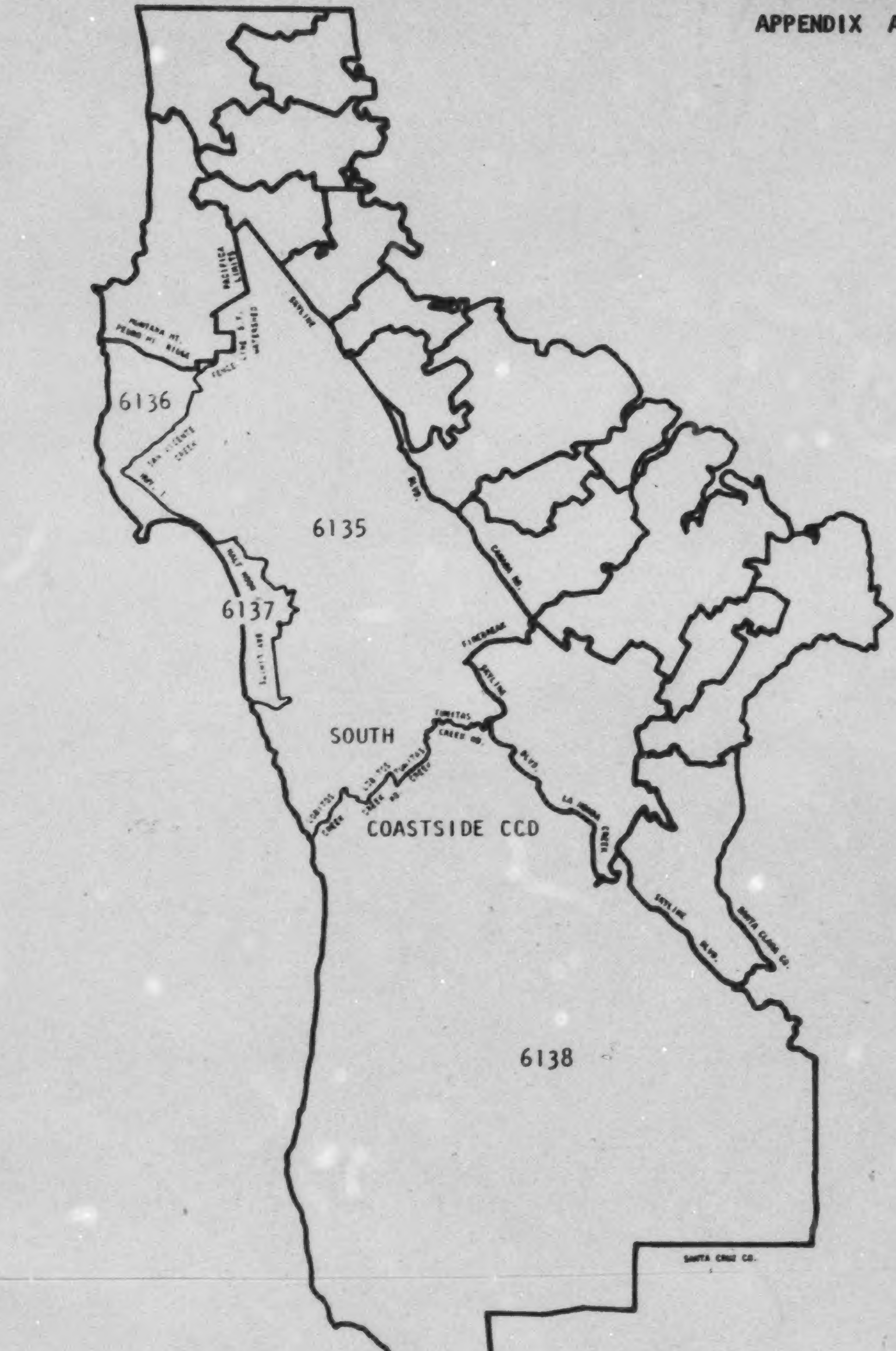
MAP F

WOODSIDE - PORTOLA VALLEY

CENSUS COUNTY DIVISIONS

6122
6124
6115
6125
6126
6127
6128
6129
ATHERTON CCD
6114
6130
6131
6113
6110
6112
6111
6133
6097
6134
6135
WOODSIDE - PORTOLA VALLEY CCD
6132 (part)
See Inset
Inset
6132 (part)
6138
NORTH
SCALE IN MILES

APPENDIX A - 11


MONTARA MT.
PEDRO PT. RIDGE
PACIFICA LIMITS
FENCE LINE S.F. WATERSHED
SKYLINE
6136
SAN VICENTE CREEK
HWY. 1
BLVD.
6135
CANADA RD.
HALF MOON BAY LIMITS
6137
FIREBREAK
SKYLINE
TUNITAS CREEK RD.
SOUTH
TUNITAS CREEK
LOBITOS CREEK
CREEK RD.
BLVD.
LA HONDA CREEK
COASTSIDE CCD
SKYLINE BLVD.
SANTA CLARA CO.
6138
SANTA CRUZ CO.

SOUTH COASTSIDE

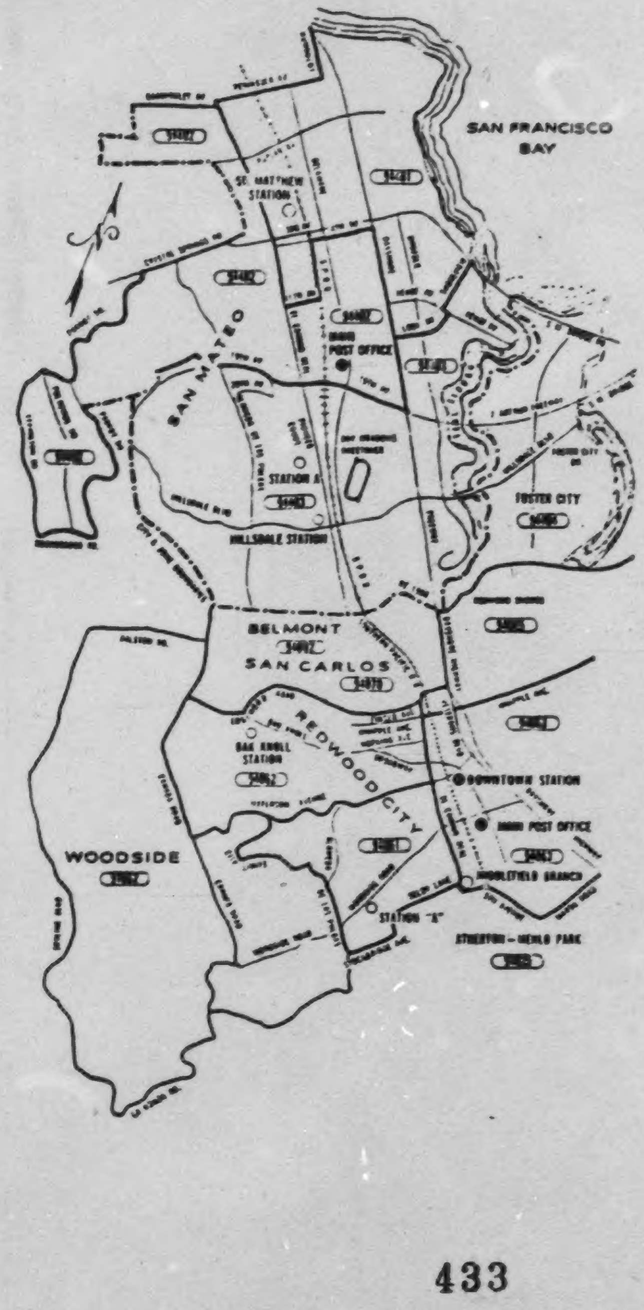
MAP

G

CENSUS COUNTY DIVISION

APPENDIX A - 12

SAN MATEO, REDWOOD CITY and SURROUNDING CITIES


SAN FRANCISCO BAY
ST. MATTHEW STATION
MAIN POST OFFICE
SAN MATEO
STATION A
HILLSDALE STATION
FOSTER CITY
BELMONT
SAN CARLOS
REDWOOD CITY
OAK KNOLL STATION
DOWNTOWN STATION
MAIN POST OFFICE
MIDDLEFIELD BRANCH
STATION "A"
WOODSIDE
ATHERTON - MENLO PARK

POSTAL ZIP CODES

ZIP CODES FOR OTHER SURROUNDING AREAS

Brisbane	94005
Burlingame	94010
El Granada	94018
Half Moon Bay	94019
Hillsborough	94010
La Honda	94020
Loma Mar	94021
Los Altos	94022
Millbrae	94030
Moffett Field	94035
Montara	94037
Moss Beach	94038
Mountain View	94040
Pacifica	94044
Pescadero	94060
Portola Valley	94025
Princeton By The Sea	94018
San Bruno	94066
San Gregorio	94074
Sky Londa	94062
South S. F.	94080

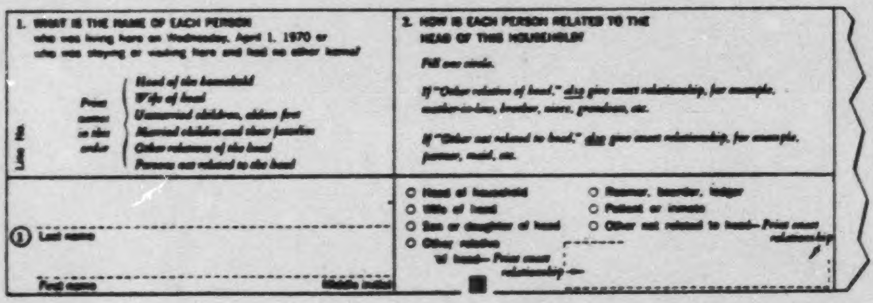
MULTI-ZIP CODED CITIES

Daly City ......
Palo Alto ....
San Francisco ....
Sunnyvale ....

APPENDIX B

APPENDIX B

FACSIMILES OF THE POPULATION QUESTIONS ON THE 1970 CENSUS QUESTIONNAIRES
(Questions on this page appeared on both the 15-percent and 5-percent sample questionnaires)



1. WHAT IS THE NAME OF EACH PERSON
who was living here on Wednesday, April 1, 1970 or
who was staying or visiting here and had no other home?

Line No.

Print names in this order
- Head of the household
- Wife of head
- Unmarried children, oldest first
- Married children and their families
- Other relatives of the head
- Persons not related to the head

① Last name

First name

Middle initial

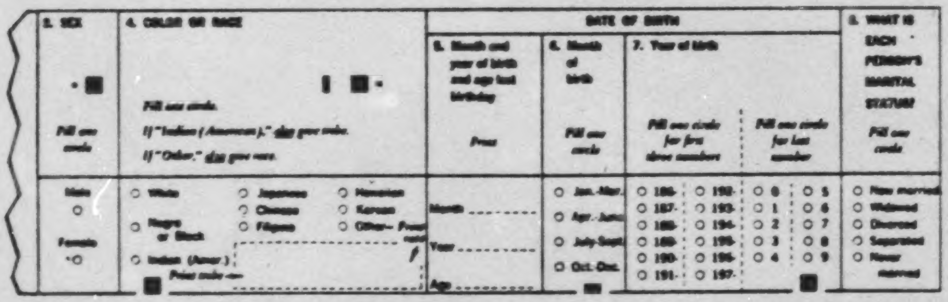
2. HOW IS EACH PERSON RELATED TO THE HEAD OF THIS HOUSEHOLD?

Fill one circle.

If "Other relative of head," also give exact relationship, for example, mother-in-law, brother, niece, grandson, etc.

If "Other not related to head," also give exact relationship, for example, partner, maid, etc.

○ Head of household
○ Wife of head
○ Son or daughter of head
○ Other relative of head—Print exact relationship →
○ Roomer, boarder, lodger
○ Patient or inmate
○ Other not related to head—Print exact relationship



3. SEX

Fill one circle

Male ○

Female ○

4. COLOR OR RACE

Fill one circle.

If "Indian (American)," also give tribe.

If "Other," also give race.

○ White
○ Negro or Black
○ Indian (Amer.) Print tribe →
○ Japanese
○ Chinese
○ Filipino
○ Hawaiian
○ Korean
○ Other— Print race

DATE OF BIRTH

5. Month and year of birth and age last birthday

Print

Month

Year

Age

6. Month of birth

Fill one circle

○ Jan.-Mar.
○ Apr.-June
○ July-Sept.
○ Oct.-Dec.

7. Year of birth

Fill one circle for first three numbers

○ 186- ○ 192-
○ 187- ○ 193-
○ 188- ○ 194-
○ 189- ○ 195-
○ 190- ○ 196-
○ 191- ○ 197-

Fill one circle for last number

○ 0 ○ 5
○ 1 ○ 6
○ 2 ○ 7
○ 3 ○ 8
○ 4 ○ 9

8. WHAT IS EACH PERSON'S MARITAL STATUS?

Fill one circle

○ Now married
○ Widowed
○ Divorced
○ Separated
○ Never married

Note: On the questionnaires used in Alaska, the categories "Aleut" and "Eskimo were substituted for "Hawaiian" and "Korean" in question 4.

FACSIMILE OF THE RESPONDENT INSTRUCTIONS FOR POPULATION QUESTIONS 1 TO 8

1. If you are not sure about whether to list a person, see the rules on the flap of the census form.

2. If two or more unrelated people live together and share the rent, mark the first one you list Head of household. Mark the rest Other not related to head and print "partner" in the space.

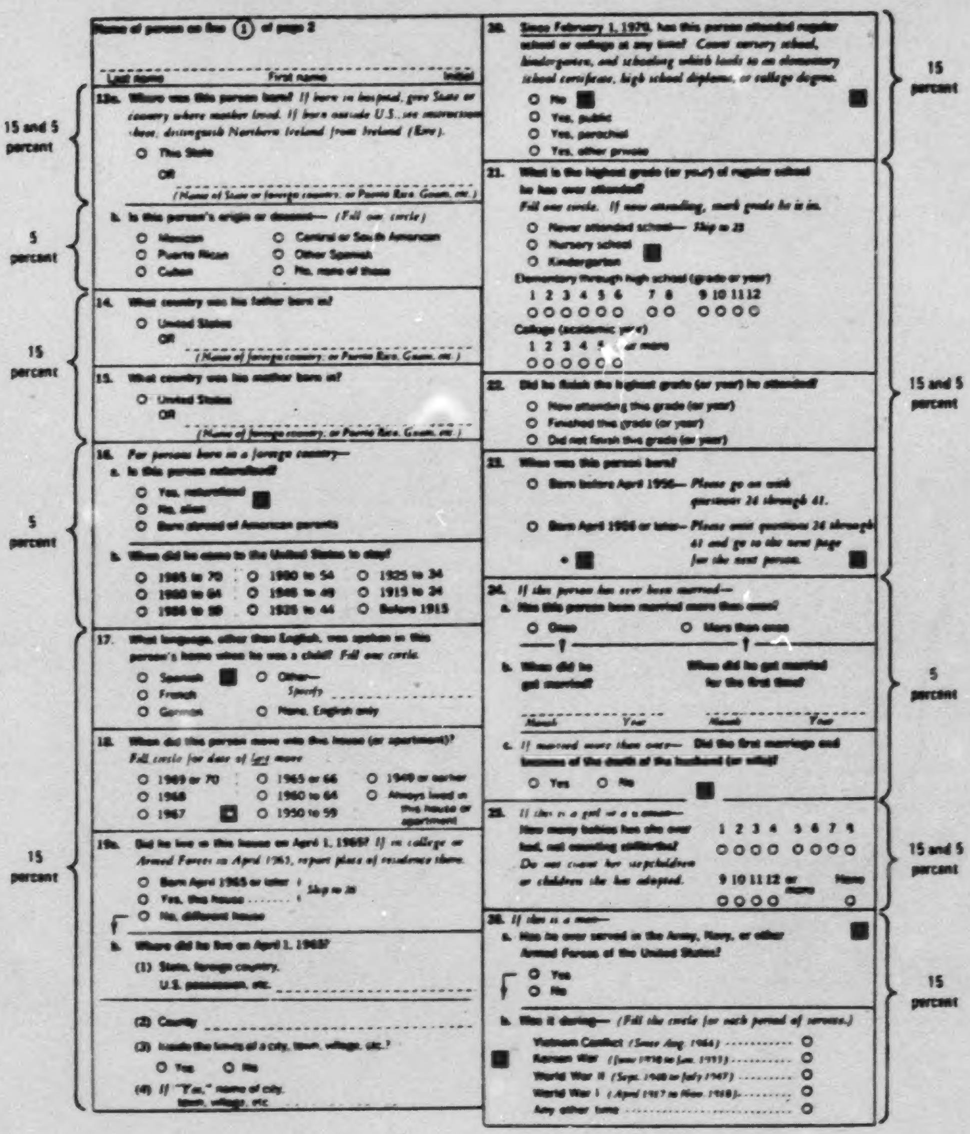
A stepchild or legally adopted child of the head should be marked Son or daughter.

5. If the month or year of birth, or the age, is not known, give your best estimate.

6, 7. If you are not sure how to fill these circles, look at the examples shown above.

8. If the person's only marriage was annulled, mark Never married.

FACSIMILES OF THE POPULATION QUESTIONS ON THE 1970 CENSUS QUESTIONNAIRES
(Percent indicates sample size)



Name of person on line ① of page 2

Last name First name Initial

15 and 5 percent

13a. Where was this person born? *If born in hospital, give State or country where mother lived. If born outside U.S., see instruction sheet; distinguish Northern Ireland from Ireland (Eire).*

○ This State

OR

(Name of State or foreign country; or Puerto Rico, Guam, etc.)

5 percent

b. Is this person's origin or descent— *(Fill one circle)*

○ Mexican ○ Central or South American
○ Puerto Rican ○ Other Spanish
○ Cuban ○ No, none of these

15 percent

14. What country was his father born in?

○ United States

OR

(Name of foreign country; or Puerto Rico, Guam, etc.)

15. What country was his mother born in?

○ United States

OR

(Name of foreign country; or Puerto Rico, Guam, etc.)

5 percent

16. *For persons born in a foreign country—*

a. Is this person naturalized?

○ Yes, naturalized
○ No, alien
○ Born abroad of American parents

b. When did he come to the United States to stay?

○ 1965 to 70 ○ 1950 to 54 ○ 1925 to 34
○ 1960 to 64 ○ 1945 to 49 ○ 1915 to 24
○ 1955 to 59 ○ 1935 to 44 ○ Before 1915

15 percent

17. What language, other than English, was spoken in this person's home when he was a child? *Fill one circle.*

○ Spanish ○ Other— *Specify*
○ French
○ German ○ None, English only

18. When did this person move into this house (or apartment)?
Fill circle for date of last move

○ 1969 or 70 ○ 1965 or 66 ○ 1949 or earlier
○ 1968 ○ 1960 to 64 ○ Always lived in this house or apartment
○ 1967 ○ 1950 to 59

19a. Did he live in this house on April 1, 1965? *If in college or Armed Forces in April 1965, report place of residence there.*

○ Born April 1965 or later } *Skip to 20*
○ Yes, this house } *Skip to 20*
○ No, different house

b. Where did he live on April 1, 1965?

(1) State, foreign country, U.S. possession, etc.

(2) County

(3) Inside the limits of a city, town, village, etc.?

○ Yes ○ No

(4) *If "Yes," name of city, town, village, etc.*

15 percent

20. Since February 1, 1970, **has this person attended regular school or college at any time?** *Count nursery school, kindergarten, and schooling which leads to an elementary school certificate, high school diploma, or college degree.*

○ No
○ Yes, public
○ Yes, parochial
○ Yes, other private

15 and 5 percent

21. What is the highest grade (or year) of regular school he has ever attended?
Fill one circle. If now attending, mark grade he is in.

○ Never attended school— *Skip to 23*
○ Nursery school
○ Kindergarten

Elementary through high school (grade or year)

1	2	3	4	5	6	7	8	9	10	11	12
○	○	○	○	○	○	○	○	○	○	○	○

College (academic year)

1	2	3	4	5	6 or more
○	○	○	○	○	○

22. Did he finish the highest grade (or year) he attended?

○ Now attending this grade (or year)
○ Finished this grade (or year)
○ Did not finish this grade (or year)

23. When was this person born?

○ Born before April 1956— *Please go on with questions 24 through 41.*
○ Born April 1956 or later— *Please omit questions 24 through 41 and go to the next page for the next person.*

5 percent

24. *If this person has ever been married—*

a. Has this person been married more than once?

○ Once ○ More than once

b. When did he get married? — Month Year
When did he get married for the first time? — Month Year

c. *If married more than once—* **Did the first marriage end because of the death of the husband (or wife)?**

○ Yes ○ No

15 and 5 percent

25. *If this is a girl or a woman—*
How many babies has she ever had, not counting stillbirths?
Do not count her stepchildren or children she has adopted.

1	2	3	4	5	6	7	8	9	10	11	12 or more	None
○	○	○	○	○	○	○	○	○	○	○	○	○

15 percent

26. *If this is a man—*

a. Has he ever served in the Army, Navy, or other Armed Forces of the United States?

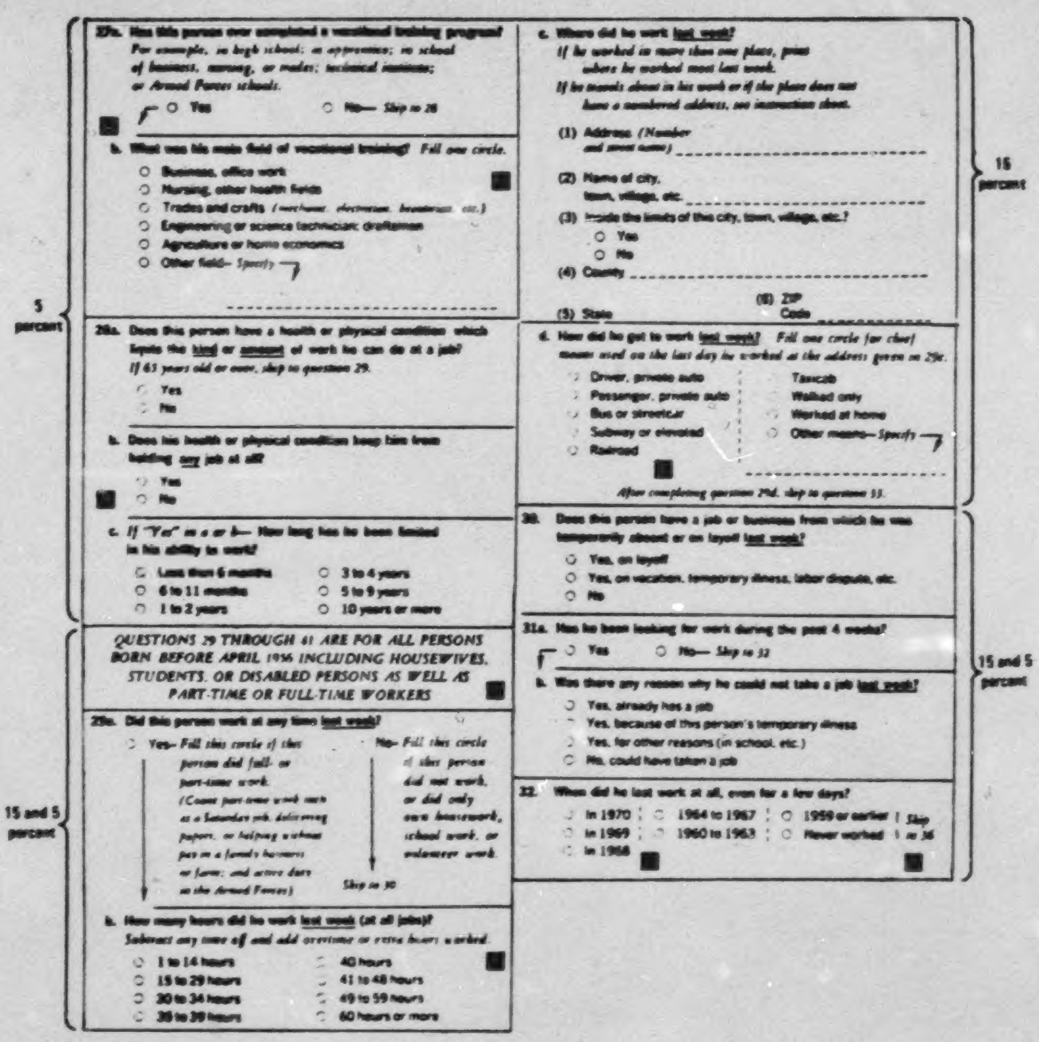
○ Yes
○ No

b. Was it during— *(Fill one circle for each period of service.)*

Vietnam Conflict *(Since Aug. 1964)* ○
Korean War *(June 1950 to Jan. 1955)* ○
World War II *(Sept. 1940 to July 1947)* ○
World War I *(April 1917 to Nov. 1918)* ○
Any other time ○

APPENDIX B - 3

FACSIMILES OF THE POPULATION QUESTIONS ON THE 1970 CENSUS QUESTIONNAIRES
(Percent indicates sample size)



5 percent

27a. Has this person ever completed a vocational training program?
For example, in high school; as apprentice; in school of business, nursing, or trades; technical institute; or Armed Forces schools.

○ Yes ○ No— *Skip to 28*

b. What was his main field of vocational training? *Fill one circle.*

○ Business, office work
○ Nursing, other health fields
○ Trades and crafts *(mechanic, electrician, beautician, etc.)*
○ Engineering or science technician; draftsman
○ Agriculture or home economics
○ Other field— *Specify*

28a. Does this person have a health or physical condition which limits the kind or amount of work he can do at a job?
If 65 years old or over, skip to question 29.

○ Yes
○ No

b. Does his health or physical condition keep him from holding any job at all?

○ Yes
○ No

c. *If "Yes" in a or b—* How long has he been limited in his ability to work?

○ Less than 6 months	○ 3 to 4 years
○ 6 to 11 months	○ 5 to 9 years
○ 1 to 2 years	○ 10 years or more

15 and 5 percent

QUESTIONS 29 THROUGH 41 ARE FOR ALL PERSONS BORN BEFORE APRIL 1956 INCLUDING HOUSEWIVES, STUDENTS, OR DISABLED PERSONS AS WELL AS PART-TIME OR FULL-TIME WORKERS

29a. Did this person work at any time last week?

○ Yes— *Fill this circle if this person did full- or part-time work. (Count part-time work such as a Saturday job, delivering papers, or helping without pay in a family business or farm; and active duty in the Armed Forces)*

○ No— *Fill this circle if this person did not work, or did only own housework, school work, or volunteer work.* *Skip to 30*

b. How many hours did he work last week (at all jobs)?
Subtract any time off and add overtime or extra hours worked.

○ 1 to 14 hours	○ 40 hours
○ 15 to 29 hours	○ 41 to 48 hours
○ 30 to 34 hours	○ 49 to 59 hours
○ 35 to 39 hours	○ 60 hours or more

15 percent

c. Where did he work last week?
If he worked in more than one place, print where he worked most last week.
If he travels about in his work or if the place does not have a numbered address, see instruction sheet.

(1) Address *(Number and street name)* ----------
(2) Name of city, town, village, etc. ----------
(3) Inside the limits of this city, town, village, etc.?
○ Yes
○ No
(4) County ----------
(5) State ----------
(6) ZIP Code ----------

d. How did he get to work last week? *Fill one circle for chief means used on the last day he worked at the address given in 29c.*

○ Driver, private auto	○ Taxicab
○ Passenger, private auto	○ Walked only
○ Bus or streetcar	○ Worked at home
○ Subway or elevated	○ Other means— *Specify*
○ Railroad	

After completing question 29d, skip to question 33.

15 and 5 percent

30. Does this person have a job or business from which he was temporarily absent or on layoff last week?

○ Yes, on layoff
○ Yes, on vacation, temporary illness, labor dispute, etc.
○ No

31a. Has he been looking for work during the past 4 weeks?

○ Yes ○ No— *Skip to 32*

b. Was there any reason why he could not take a job last week?

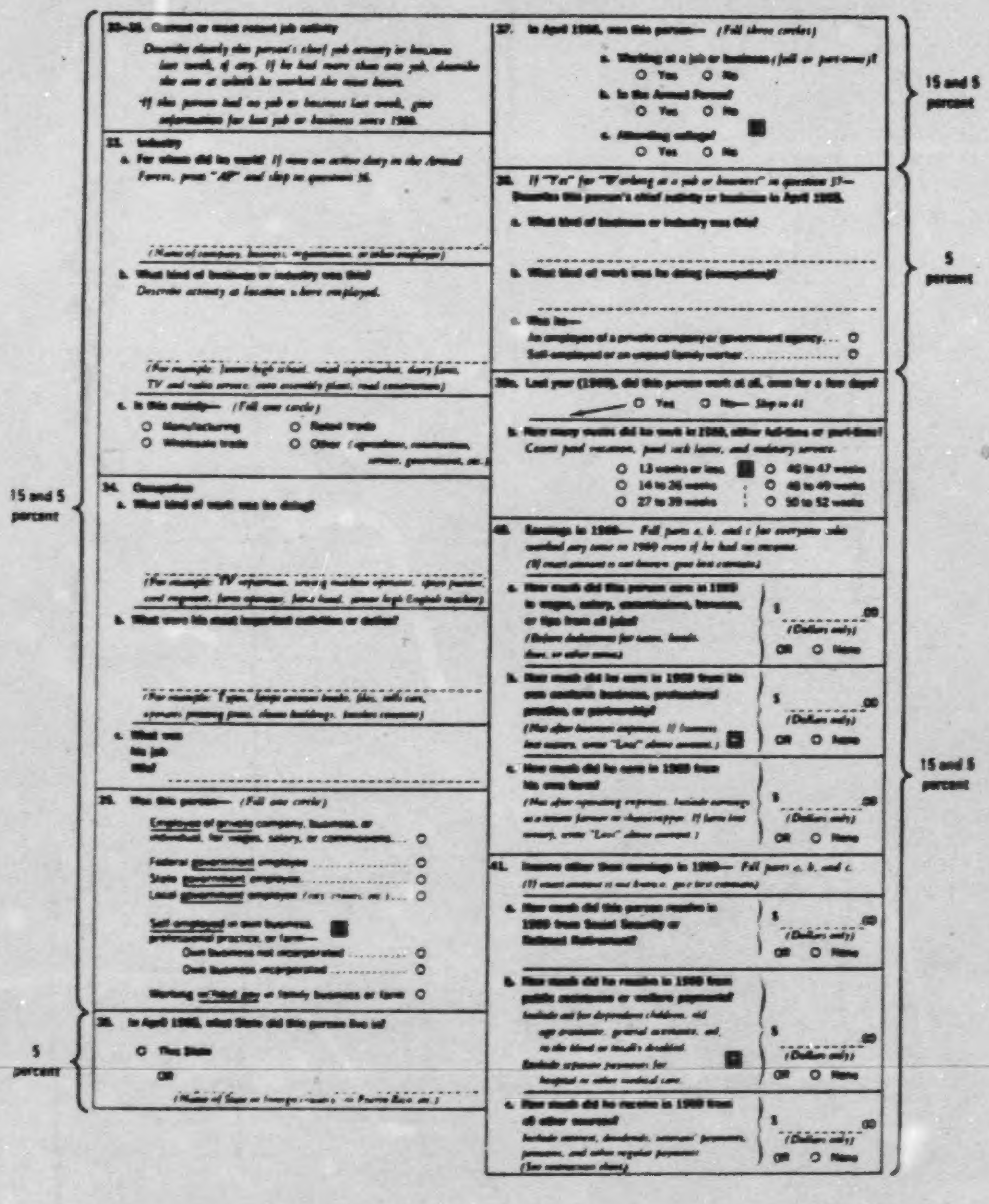
○ Yes, already has a job
○ Yes, because of this person's temporary illness
○ Yes, for other reasons (in school, etc.)
○ No, could have taken a job

32. When did he last work at all, even for a few days?

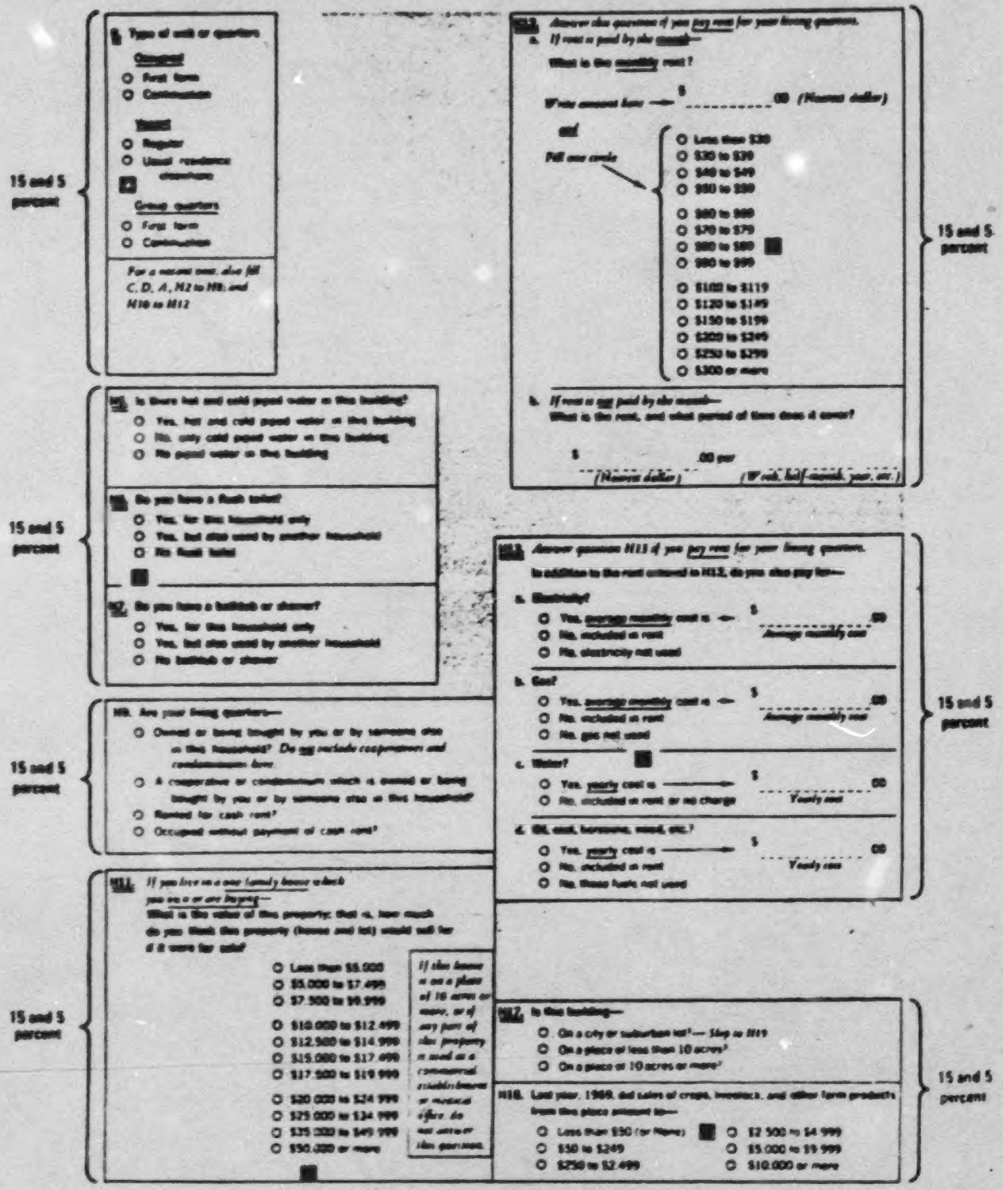
○ In 1970	○ 1964 to 1967	○ 1959 or earlier
○ In 1969	○ 1960 to 1963	○ Never worked
○ In 1968		

Skip to 36

FACSIMILES OF THE POPULATION QUESTIONS ON THE 1970 CENSUS QUESTIONNAIRES
(Percent indicates sample size)


15 and 5 percent
5 percent
15 and 5 percent
5 percent
15 and 5 percent

FACSIMILES OF SELECTED HOUSING QUESTIONS ON THE 1970 CENSUS QUESTIONNAIRES
(Percent indicates sample size)



15 and 5 percent

B. Type of unit or quarters

Occupied
- ○ First form
- ○ Continuation

Vacant
- ○ Regular
- ○ Usual residence elsewhere

Group quarters
- ○ First form
- ○ Continuation

For a vacant unit, also fill C, D, A, H2 to H8, and H10 to H12

15 and 5 percent

H5. Is there hot and cold piped water in this building?
- ○ Yes, hot and cold piped water in this building
- ○ No, only cold piped water in this building
- ○ No piped water in this building

H6. Do you have a flush toilet?
- ○ Yes, for this household only
- ○ Yes, but also used by another household
- ○ No flush toilet

H7. Do you have a bathtub or shower?
- ○ Yes, for this household only
- ○ Yes, but also used by another household
- ○ No bathtub or shower

15 and 5 percent

H9. Are your living quarters—
- ○ Owned or being bought by you or by someone else in this household? *Do not include cooperatives and condominiums here.*
- ○ A cooperative or condominium which is owned or being bought by you or by someone else in this household?
- ○ Rented for cash rent?
- ○ Occupied without payment of cash rent?

15 and 5 percent

H11. *If you live in a one-family house which you own or are buying—*
What is the value of this property; that is, how much do you think this property (house and lot) would sell for if it were for sale?
- ○ Less than $5,000
- ○ $5,000 to $7,499
- ○ $7,500 to $9,999
- ○ $10,000 to $12,499
- ○ $12,500 to $14,999
- ○ $15,000 to $17,499
- ○ $17,500 to $19,999
- ○ $20,000 to $24,999
- ○ $25,000 to $34,999
- ○ $35,000 to $49,999
- ○ $50,000 or more

If this house is on a place of 10 acres or more, or if any part of this property is used as a commercial establishment or medical office, do not answer this question.

15 and 5 percent

H12. *Answer this question if you pay rent for your living quarters.*

a. *If rent is paid by the month—*
What is the monthly rent?

Write amount here → $ ______.00 *(Nearest dollar)*

and

Fill one circle
- ○ Less than $30
- ○ $30 to $39
- ○ $40 to $49
- ○ $50 to $59
- ○ $60 to $69
- ○ $70 to $79
- ○ $80 to $89
- ○ $90 to $99
- ○ $100 to $119
- ○ $120 to $149
- ○ $150 to $199
- ○ $200 to $249
- ○ $250 to $299
- ○ $300 or more

b. *If rent is not paid by the month—*
What is the rent, and what period of time does it cover?

$ ______.00 per ______
(Nearest dollar) *(Week, half-month, year, etc.)*

15 and 5 percent

H13. *Answer question H13 if you pay rent for your living quarters.*

In addition to the rent entered in H12, do you also pay for—

a. Electricity?
- ○ Yes, average monthly cost is → $ ______.00 *Average monthly cost*
- ○ No, included in rent
- ○ No, electricity not used

b. Gas?
- ○ Yes, average monthly cost is → $ ______.00 *Average monthly cost*
- ○ No, included in rent
- ○ No, gas not used

c. Water?
- ○ Yes, yearly cost is → $ ______.00 *Yearly cost*
- ○ No, included in rent or no charge

d. Oil, coal, kerosene, wood, etc.?
- ○ Yes, yearly cost is → $ ______.00 *Yearly cost*
- ○ No, included in rent
- ○ No, these fuels not used

15 and 5 percent

H17. Is this building—
- ○ On a city or suburban lot? — *Skip to H19*
- ○ On a place of less than 10 acres?
- ○ On a place of 10 acres or more?

H18. Last year, 1969, did sales of crops, livestock, and other farm products from this place amount to—
- ○ Less than $50 (or None)
- ○ $50 to $249
- ○ $250 to $2,499
- ○ $2,500 to $4,999
- ○ $5,000 to $9,999
- ○ $10,000 or more

FACSIMILES OF THE RESPONDENT INSTRUCTIONS FOR POPULATION QUESTIONS IN THE 1970 CENSUS

13. Mark the circle for **This State** if he now lives in the same State as he was born in. If born in a different State, print name of State.

    If born outside U.S., print name of country, U.S. possession, etc. Use international boundaries as now recognized by the U.S.

16. Mark one circle in part a and one circle in part b for persons born outside the 50 States, District of Columbia, Puerto Rico, Canal Zone, Guam, or Virgin Islands of U.S.

17. If more than one language other than English was spoken, mark principal language.

18. Mark the date for the **last** time he moved into this **particular** house or apartment.

19a. Mark **Yes** if he lived in this same house or apartment on April 1, 1965, even if he moved away and came back between then and now. Mark **No** if he lived in the same building but in a different apartment on April 1, 1965.

b. If he lived somewhere else on April 1, 1965, give the address of his usual residence at that time.

Part (2) For addresses in Louisiana, print the parish name.

For addresses in Alaska, print the borough name.

For addresses in **independent cities**, print the name of the city and word "city," for example, "Baltimore city."

Part (3) Mark **Yes** if you know that the address is **now** inside the limits of a city, town, village, or other incorporated place, even if it was not inside the limits on April 1, 1965.

20. Do not count trade or business school, company training, or tutoring unless you think he could get credit for it at a regular school or college.

21. Mark the highest grade he attended even if he did not finish it. If he is still in school, mark the grade he is in now.

    If he skipped or repeated grades, mark the highest grade ever attended, regardless of how long it took to get there.

    If he finished high school, but did not go to college, mark 12.

    For college, mark the highest academic year attended.

22. Mark **Finished this grade (or year)** only if he finished the entire grade or year shown in question 21.

24b. If exact dates of marriage are unknown, estimate as closely as possible.

25. Count all the children the girl or woman has ever had, even if some of them have died or no longer live with her.

26. Mark **Yes** if he was ever on active duty in the Army, Navy, Air Force, Marine Corps, or Coast Guard, no matter how short a time he served. Count only **active** duty in National Guard or Reserves.

    Mark **No** if he had only civilian duty in the Armed Forces or merchant marine. Mark **No** if he was in the National Guard or Reserves, but was not called to active duty. Mark **No** if his only military service was in the Armed Forces of another country.

27a. Count only programs that he finished. Do not count courses which are not part of an organized program of study. Do not count training he got on-the-job, in company schools, in college after the second year, or by correspondence.

28a. **Health condition.** This is a **serious** illness, or a **serious** handicap (impairment) affecting some part of the body or mind, which interferes with his ability to **work at a job**. Answer **No** for pregnancy, common colds, etc.

29a. Mark **Yes** if he worked on any day Sunday through Saturday of last week.

Count as work	Do not count as work
Work for someone else for wages, salary, piece rate, commission, tips, or payment "in kind"	Housework or yard work at own home
Work in own business, professional practice, or farm	Unpaid volunteer work.
Any work in a family business or farm, paid or not	Work done as an inmate of an institution.
Any part-time work	
Active duty in the Armed Forces	

b. Give the **actual** number of hours he worked at **all jobs last week**, even if that was more or fewer hours than he usually works.

c. For a person who travels about in his work or who works in more than one place--If he usually checks in or out at the same place every day, give the address of that place.
If he does not check in or out at the same place, give the address of the place where he worked the most hours last week.

Give the **exact address** of the location or branch where he works if his employer operates in more than one location (such as a grocery store chain or public school system).

When you cannot give the number or street name, print the name of the building, if any, or the name of the company for which he works.

d. Mark **Worked at home** for a person who worked on a farm where he lives or in an office or shop in his home.

30. Mark **No** if he works only during certain seasons or is "on call" to work when needed.

31a. Mark **Yes** if he tried to get a job or to start a business or profession at any time in the past **four** weeks; for example, if he registered at an employment office, went for a job interview, or did anything toward starting a business. Mark **Yes** if he was waiting to hear from places he had applied to or registered with within the past four weeks.

b. Mark **Yes, already has a job** if he was on layoff or was expecting to report to a job within 30 days.

Mark **Yes, because of this person's temporary illness** if he expects to be able to work within 30 days.

Mark **Yes, for other reasons** for reasons such as going to school or taking care of children.

32. Look at the instruction for 29a to see what **work** means. Mark **Never worked** if he: (1) never worked at any kind of job or business, either full or part-time, (2) never did any unpaid work in a family business or farm, and (3) never served in the Armed Forces.

33a. If he worked for a company, business, or government agency, print the name of the company, not the name of his supervisor. If he worked for a person or a small business that has no company name, print the name of the person he worked for.

b. Write two or more words to tell what the business, industry, or person named in 33a does. Write what it makes or what it sells or what service it gives. Some examples of acceptable answers are shown on the Census form and here.

Acceptable	Unacceptable
Cattle ranch	Ranch
Wholesale grocery store	Grocery store
Retail gas station	Oil company
Metal furniture manufacturing	Furniture company

If a company does more than one thing (like make household electrical appliances and electric generators) describe only the **major** activity at the place where he works. If, however, he works at a warehouse, repair shop, etc., that is part of and used only by a larger organization, give the major activity of the larger organization, for example, department store warehouse – report department store.

FACSIMILES OF THE RESPONDENT INSTRUCTIONS FOR POPULATION QUESTIONS IN THE 1970 CENSUS—cont.

33c. Mark **Manufacturing** if the factory, plant, mill, etc. makes things, even if it also sells them.

Mark **Wholesale trade** if a business does not make things but buys them to sell to stores or other companies.

Mark **Retail trade** if the business mostly sells things (not services) to individuals.

Mark **Other** if the main purpose of the employer is not making or selling things. Some examples of "Other" are services, such as those given by hotels, dry cleaners, repair shops, schools, and banks. Farming and building houses, bridges, roads, are also examples of "Other" kinds of businesses.

34a. Write two or more words to tell the kind of work he does. If he is a trainee, apprentice, or helper, write that down too. See examples of acceptable answers on the Census form and here.

Acceptable	**Unacceptable**
Sales clerk	Clerk
Carpenter's helper	Helper
Practical nurse	Nurse

b. Write the most important things that he does on the job. Some examples are shown on the Census form.

c. Print his job title (what his employer calls his job). If he has no job title, print **None**.

35. If he was an employee of a **private** non-profit organization, mark the first circle.

Mark **Local government employee** for a teacher in a local public school.

36. Mark **This State** if he now lives in the same State as he did in April 1965.

37. If he had two or more activities during the same period, mark **Yes** for each of those activities.

39. Look at the instruction for question 29b to see what **work** means. Count every week in which he did any work at all, even for a few hours.

40. Enter the amount or fill the **None** circle in a, b, and c. Part 40a includes "sick leave" pay. Part 40a excludes military bonuses, reimbursement for business expenses, and pay "in kind." The owner of an unincorporated business should include his net earnings in part 40b. If the business or farm is **incorporated**, his earnings should be included in part 40a.

41. Enter the amount or fill the **None** circle in a, b, and c.

a. **Social Security or Railroad Retirement** – include U.S. Government payments to retired persons, to dependents of deceased insured workers, or to disabled workers. Include "Medicare" premiums; exclude receipts.

b. **Public assistance or public welfare payments** – include amounts received from Federal, State, or local public programs. Exclude private welfare payments.

c. **Interest, dividends** – include amounts received or credited to your account.

Veterans' payments – include money paid for service-connected disabilities, to survivors of deceased veterans, for education and on-the-job training subsistence allowances, and for "refunds" on "GI" insurance premiums.

Retirement pensions – include amounts paid by former private employers and by unions, and amounts paid by Federal, State, county, or other governmental agencies.

Other regular payments – include such periodic income as net rental income, unemployment insurance benefits, workmen's compensation, private welfare payments, alimony or child support, Armed Forces allotments, and regular contributions from persons who are not members of your household.

Exclude receipts from the sale of personal property, capital gains, lump-sum insurance or inheritance payments, or pay "in kind."

FACSIMILES OF THE RESPONDENT INSTRUCTIONS FOR SELECTED HOUSING QUESTIONS IN THE 1970 CENSUS

H5. Mark **hot water** even if you have it only part of the time.

H6.
H7. **Also used by another household** means that someone else who lives in the same building, but is not a member of your household, also uses the equipment. Mark this circle also if the occupants of living quarters now vacant would also use the equipment.

H9. **Owned or being bought** means that the living quarters are owned outright or are mortgaged. Also mark **Owned or being bought** if the living quarters are owned but the land is rented.

Mark **Rented for cash rent** if any money rent is paid. Rent may be paid by persons who are not members of your household.

Occupied without payment of cash rent includes, for example, a parsonage, a house or apartment provided free of rent by the owner, or a house or apartment occupied by a janitor or caretaker in exchange for services.

H11. Include the value of the house, the land it is on, and any other structures on the same property. If the house is owned but the land is rented, estimate the combined value of the house and the land.

H12. Report the rent agreed to or contracted for, even if the furnishings, utilities, or services are included.

a. If you pay rent by the month, write in the amount of rent and fill one circle.

b. If rent is **not** paid by the month, answer both parts of b. For example, $20 per week, $1,500 per year, etc.

H13. If exact costs are not known, estimate as closely as possible. Report amounts even if bills are unpaid or are paid by someone else. If the bills include utilities or fuel used also by another apartment or a business establishment, estimate the amounts for your own living quarters. If gas and electricity are billed together, enter the combined amount on the electricity line and bracket ({) the two utilities.

H17. A **city or suburban lot** is usually located in a city, a community, or any built-up area outside a city or community, and is not larger than the house and yard. All living quarters in apartment buildings, including garden-type apartments in the city or suburbs, are considered on a city or suburban lot.

A **place** is a farm, ranch, or any other property, other than a city or suburban lot, on which this residence is located.

H18. Fill the circle for the total (gross) amount of money received from the sales of crops, livestock, and other farm products produced on this place during the calendar year 1969.

APPENDIX C

SAN MATEO COUNTY: COUNTY CENSUS DIVISIONS, MUNICIPALITIES AND RURAL AREAS: 1970 CENSUS TRACTS

CENSUS DIVISIONS	MUNICIPALITIES	CENSUS TRACTS IN MUNICIPALITIES	MUNICIPAL POPULATN*	DIVISION POPULATN URBAN	RURAL	TOTAL
1. BRISBANE-BAYSHORE	1. Brisbane	6001	3003	3003	--	3003
2. DALY CITY (61)(69)	2. Daly City	6002-6016 except:	66922			
	3. Colma	6016 (12%)	537			
	Rural Areas	6003 (.6%); 6012 (77%); 6013 (38%)			6729	
	CCD TOTALS:		67459	67459	6729	74188
3. SOUTH SAN FRANCISCO (74)	4. South S.Fran.	6017-6026 except:	46646			
	Rural Areas	6018 (.4%); 6024 (4.4%)			319	
	CCD TOTALS:		46646	46646	319	46965
4. PACIFICA (64)	5. Pacifica	6027-6034 except:	36020			
	Rural Areas	6032 (.8%) & 1 in 6033			40	
		6035 (all) (County Jail)			655	
	CCD TOTALS:		36020	36020	695	36715
5. SAN BRUNO (74)	6. San Bruno	6036-6042	36254	36254	--	36254
6. MILLBRAE (77)	7. Millbrae	6044-6049	20781			
	Rural Areas	604[illegible] (all) (Int'l Airport)			75	
	CCD TOTALS:		20781	20781	75	20856
7. BURLINGAME (71)	8. Burlingame	6050-6055 except:	27320			
	Rural Areas	6050 (9%)			733	
	CCD TOTALS:		27320	27320	733	28053
8. HILLSBOROUGH (83)	9. Hillsborough	6056-6057	8753	8753	--	8753
9. SAN MATEO (71)	10. San Mateo	6058-6068;6070-6079;6084-6085 exc:	78991			
	11. Foster City	6080-6083 (Rural in 1970 Census)	9522			
	Rural Areas	6068 (21.6%); 6069 (all); 6077 (.25%)			4431	
	CCD TOTALS:		88513	78991	13953	92944
10. BELMONT (68)	12. Belmont	6086-6090	23667	23667	--	23667
11. SAN CARLOS (77)	13. San Carlos	6091-6096 except:	25924			
	Rural Areas	6096 (24.4%) & 6 in 6091			1967	
	CCD TOTALS:		25924	25924	1967	27891
12. REDWOOD CITY (71)	14. Redwood City	6097-6105; 6107-6113 except	55686			
	15. No.Fair Oaks	6105 (94.3%); 6106 (all)(Rural)	9736			
	Rural Areas	6097 (87%); 6098 (13.5%); 6111 (1.9%) & 40 in 6099,6107 6113 (84.5%)			7218	

			65422	55686	16954	72640
	CCD TOTALS:					
			8085	8085	--	8085
13. ATHERTON (75)	16. Atherton	6114-6115				
			26734			
14. MENLO PARK (65)	17. Menlo Park	6116-6117; 6121-6130 except:				
	18. East Palo Alto	6118-6120 (all); 6121 (83.9%)Rural	17837			
	Rural Areas	6116 (19%); 6124 (87%);				
		6125 (17.7%); 6128 (23.24%);			7015	
		6129 (98.55%); 6130 (10%)	44571	26734	24852	51586
	CCD TOTALS:					
15. WOODSIDE-PORTOLA VALLEY (47)	19. Portola Valley	6132 (90.7%) *(64)*	4999			
	20. Woodside	6133 and 6134 (76.23%) *(74)*	4731		2214	
	Rural Areas	6131 (all); 6132 (9.3%)			691	
		6134 (23.77%)	9730	9730	2905	12635
	CCD TOTALS:		4023			
16. SOUTH COASTSIDE	21. Half Moon Bay	6137 *(60)*			5510	
	Rural Areas	6135-6136 (North Section)			2466	
		6138 (South Section)	4023	4023	7976	11999
	CCD TOTALS:					

MUNI TOTAL: 516,171 (92.8%)

URBAN TOTAL: 479,076 (86%)

RURAL TOTAL: 77,158 (14%)

GRAND TOTAL: 556,234

21 Municipalities in

16 County Census Divisions.

(#s in Script indicate % of population living in same house in 1970 as in 1965. Averages given for CCDs and for Municipalities #19-21.)

COUNTY SUMMARY 6001 - 6138

Rural Tracts: 6035(jail);6043(Airport)
6069(S.Mateo by Skyline)
6131(Portola by Stanford)
6135-6 (North Coastside)
6138 (South Coastside)

Rural in Muni: 6080-6083(Foster City)
6105-6106(North Fair Oaks)
6118-6121(East Palo Alto)

Mostly Rural: 6012-6013(Daly City)
6068(S.Mateo near Skyline)
6096(S.Carlos Hills:Canada Rd)
6097(R.C. Hills;Emerald Lake)
6113(R.C.betw. Wdsde Rd&Athertn)
6124(M.P. near Ravenswood Street)
6129(M.P. by Alameda near Stanfd)

Partly Rural: 6003 (D.C. #14);
6018 (#27); 6024 (#292)(both SSF)
6032 (#39); 6033 (#1)(both Pacifica)
6050 (#733) (Burl. by Skyline)
6077 (#16)(S.Mateo)
6091 (#6)(S.Carlos)
6098 (#638); 6099 (#27)(Redwood City)
6107 (#13); 6111(129) (Redwood City)

6116 (#484)(Menlo Pk)
6125 (#392)(Menlo Pl)
6128 (#811)(Menlo Pk)
6130 (#296)(Menlo Pk)
6132 (#511)(Portola)
6134 (#691)(Woodside)

TOTAL NOT IN MUNICIPALITIES: 40,063

RURAL FARM TOTAL: 769

prepared by j.m. upton
canada college 10/1974

RURAL TOTALS	RURAL POPUL	TRACTS	URBAN POPUL	MUNICIPALITY	URBAN TOTAL
		BB001	3003	BRISBANE	3,003
		DC002	3308		
	14	DC003	2367		
		DC004	5707		
		DC005	4689		
		DC006	3943		
		DC007	5271		
		DC008	4224		
		DC009	4728		
		DC010	6770	DALY CITY	66,922
		DC011	6357		
		DC012	1492		
6,729	4912	DR012			
	1803	DR013			
		DC013	2928		
		DC014	5176		
		DC015	6017		
		DC016	3945		
		CM016	537	COLMA	537
		SS017	4651		
	27	SS018	7197		
		SS019	6465		
		SS020	5587		
		SS021	2691	SOUTH SAN FRANCISCO	46,646
		SS022	6270		
		SS023	3169		
		SS024	6343		
319	292	SR024			
		SS025	3810		
		SS026	461		
		PA027	5283		
		PA028	3554		
		PA029	3695		
		PA030	3643	PACIFICA	36,020
		PA031	3247		
	39	PA032	4945		
	1	PA033	7814		
		PA034	3839		
695	655	PR035			
		SB036	4843		
		SB037	6897		
		SB038	6342		
		SB039	4865	SAN BRUNO	36,254
		SB040	3651		
		SB041	6132		
		SB042	3524		
75	75	MR043			
		MI044	4493		
		MI045	3223		
		MI046	3090	MILLBRAE	20,781
		MI047	2669		
		MI048	4152		
		MI049	3154		
733	733	BR050			

		BU050	7214	
		BU051	2621	
		BU052	3803	BURLINGAME 27,320
		BU053	4293	
		BU054	5168	
		BU055	4221	
			----	------------------
		HI056	4647	HILLSBOROUGH 8,753
		HI057	4106	
			----	------------------
		SM058	2987	
		SM059	3978	
		SM060	3627	
		SM061	3894	
		SM062	4982	
		SM063	2786	
		SM064	3626	
		SM065	4082	
		SM066	2998	
		SM067	2044	
		SM068	406	
4,43[illegible]	1471	MR068		
	2944	MR069		SAN MATEO 78,991
		SM070	1734	
		SM071	3822	
		SM072	3894	
		SM073	[illegible]996	
		SM074	3413	
		SM075	2403	
		SM076	3942	
	16	SM077	6219	
		SM078	3967	
		SM079	365	
		SM084	4762	
		SM085	5064	
			----	------------------
		FC080	1469	
		FC081	3331	FOSTER CITY 9,522
		FC082	2633	
		FC083	2089	
			----	------------------
		BE086	3632	
		BE087	7057	
		BE088	6347	BELMONT 23,667
		BE089	3533	
		BE090	3098	
			----	------------------
	6	SC091	1791	
		SC092	6216	
		SC093	3487	SAN CARLOS 25,924
		SC094	3398	
		SC095	4959	
		SC096	6073	
1,967	1961	CR096		
			----	------------------
	2638	RR097		
	638	RR098		

		RC098	4092		
		RC097	396		
	27	RC099	3420		
		RC100	4435		
		RC101	2199		
		RC102	6640		
		RC103	1876		
		RC104	4508		
		RC105	188	REDWOOD CITY	55,686
7,218	13	RC107	3452		
		RC108	3212		
		RC109	5387		
		RC110	4938		
		RC111	6638		
		RC112	3612		
		RC113	693		
	129	RR111			
	3773	RR113			
		NF105	3092	NORTH	
		NF106	6644	FAIR OAKS	9,736
		AT114	5001	ATHERTON	8,085
		AT115	3084		
	484	MR116			
		EP118	3609		
		EP119	6100	EAST	
		EP120	5136	PALO ALTO	17,837
		EP121	2992		
		MP117	4603		
		MP121	575		
		MP122	5178		
		MP123	804		
		MP124	164		
7,015	1093	MR124			
	392	MR125			
		MP125	1818	MENLO PARK	26,734
		MP126	3616		
		MP127	2487		
		MP128	2679		
	811	MR128			
	3939	MR129	58		
	296	MR130			
		MP130	2692		
[illegible]14	1703	VR131			
	511	VR132			
		PV132	4999	PORTOLA VALLEY	4,999
		WS133	2514	WOODSIDE	4,731
		WS134	2217		
691	691	WR134			
	2811	CR135			
7,976	2699	CR136			
	2466	CR138			
		HM137	4023	HALF MOON B.	4,023

40,063 = 7.2[illegible] TOTAL POPUL 556,234 MUNI TOTAL 516,171
77.158= 13.87% RURAL URBAN TOTAL 479,076

APPENDIX D

APPENDIX D - 1

PERCENTAGE DISTRIBUTION BY SEX BY AGE GROUPS: 60-64, 65-74, 75+ years: By Tracts within Sectors

++SECTOR: 1	*****	POPUL	M60-64	W60-64	M65-74	W65-74	M75+	W75+
2 DALY CITY	URBAN	3308	1.54	1.44	1.34	1.43	0.51	0.38
3 DALY CITY	URBAN	2367	2.20	[illegible]	1.25	0.93	0.21	0.63
4 DALY CITY	URBAN	5707	1.79	[illegible]	[illegible]	2.70	1.09	1.47
5 DALY CITY	URBAN	4689	1.26	[illegible]	0.82	1.19	0.49	0.73
6 DALY CITY	URBAN	3943	2.41	[illegible]	2.59	2.74	1.04	1.55
7 DALY CITY	URBAN	5271	2.43	[illegible]	2.39	3.02•	1.10	1.76
8 DALY CITY	URBAN	4224	1.89	[illegible]	2.65	4.73•	1.07	2.44
9 DALY CITY	URBAN	4726	2.96	[illegible]	[illegible]	2.83	0.63	1.21
10 DALY CITY	URBAN	6770	1.24	[illegible]	0.57	1.06	0.31	0.52
11 DALY CITY	URBAN	6357	1.90	[illegible]	1.79	2.27	0.60	0.76
12 DALY CITY	URBAN	1492	0.74	[illegible]	0.47	0.94	0.20	0.34
13 DALY CITY	URBAN	2926	1.47	[illegible]	1.61	1.98	1.26	2.66
14 DALY CITY	URBAN	5176	0.99	0.75	0.68	1.06	0.41	0.58
15 DALY CITY	URBAN	6017	0.81	1.09	0.75	0.98	0.71	1.35
16 DALY CITY	URBAN	3945	1.04	0.79	0.38	0.58	0.15	0.23
17 DALY CITY	RURAL	4912	1.87	1.53	1.38	1.69	0.49	0.61
18 DALY CITY	RURAL	1803	1.55	1.55	2.32	1.66	0.89	1.55
MAXIMUM VALUE.....			2.96	2.79	2.65	4.73	1.26	2.66
MINIMUM VALUE.....			0.74	[illegible]	[illegible]	0.58	0.15	0.23
MEAN VALUE........			1.65	1.68	1.56	1.87	0.66	1.17
STANDARD DEVIATION			0.60	0.69	0.79	1.04	0.35	0.71

++SECTOR: 2	*****	POPUL	M60-64	W60-64	M65-74	W65-74	M75+	W75+
15 COLMA	URBAN	537	1.86	2.42	2.23	2.61	0.93	1.49
136 PACIFICA	RURAL	2699	1.44	2.64	2.37	2.56	1.63	2.00
− 27 PACIFICA	URBAN	5283	0.55	0.47	0.36	0.47	0.19	0.23
− 28 PACIFICA	URBAN	3554	0.68	0.79	0.51	0.65	0.03	0.20
29 PACIFICA	URBAN	3695	1.81	1.30	1.22	1.33	0.32	0.84
30 PACIFICA	URBAN	3643	1.78	2.03	1.73	2.20	0.66	1.19
31 PACIFICA	URBAN	3247	1.45	1.22	1.08	1.54	0.46	0.77
32 PACIFICA	URBAN	4945	1.03	0.71	0.73	1.15	0.79	1.17
− 33 PACIFICA	URBAN	7814	0.41	0.41	0.46	0.56	0.19	0.20
− 34 PACIFICA	URBAN	3839	0.49	0.47	0.10	0.29	0.08	0.13
− 36 SAN BRUNO	URBAN	4843	0.62	0.45	0.41	0.66	0.06	0.33
− 37 SAN BRUNO	URBAN	6897	0.75	0.46	0.43	0.72	0.20	0.38
38 SAN BRUNO	URBAN	6342	1.15	0.84	0.58	1.07	0.19	0.57
• 39 SAN BRUNO	URBAN	4865	3.10•	3.00•	2.43	3.10•	1.27	1.91
40 SAN BRUNO	URBAN	3651	2.57	2.63	2.16	2.38	0.82	1.10
+ 41 SAN BRUNO	URBAN	6132	2.38	2.85	2.89	4.31•	1.50	2.89
42 SAN BRUNO	URBAN	3524	1.82	1.76	1.96	1.82	0.71	1.79
MAXIMUM VALUE.....			3.10	3.00	2.89	4.31	1.63	2.89
MINIMUM VALUE.....			0.41	0.41	0.10	0.29	0.03	0.13
MEAN VALUE........			1.41	1.41	1.27	1.61	0.59	1.01
STANDARD DEVIATION			0.78	0.90	0.88	1.08	0.50	0.77

++SECTOR: 3	*****	POPUL	M60-64	W60-64	M65-74	W65-74	M75+	W75+
1 BRISBANE	URBAN	3003	2.51	2.33	2.80	1.70	0.93	1.30
− 17 SO.SAN FRAN	URBAN	4651	0.92	0.90	0.67	0.71	0.32	0.56
18 SO.SAN FRAN	URBAN	7199	1.24	1.21	0.94	1.21	0.40	0.69
19 SO.SAN FRAN	URBAN	6465	1.73	1.39	1.52	1.93	0.37	0.93
20 SO.SAN FRAN	URBAN	5587	1.83	1.56	1.99	2.06	0.61	0.91
21 SO.SAN FRAN	URBAN	2691	2.12	1.45	2.04	1.97	1.34	0.93
22 SO.SAN FRAN	URBAN	6270	2.42	1.66	3.24•	3.33•	1.75	1.88
23 SO.SAN FRAN	URBAN	3169	1.58	1.64	1.29	1.70	0.38	0.88
24 SO.SAN FRAN	URBAN	6343	2.03	2.33	1.59	2.08	0.69	1.28
− 25 SO.SAN FRAN	URBAN	3810	0.87	0.66	0.39	1.00	0.18	0.24
26 SO.SAN FRAN	URBAN	461	2.39	1.30	0.22	0.87	0.43	0.22
+ 44 MILLBRAE	URBAN	4493	2.25	2.38	2.54	3.85•	2.23	4.38
45 MILLBRAE	URBAN	3223	2.58	2.08	1.68	2.14	0.78	1.27
46 MILLBRAE	URBAN	3030	1.07	0.94	0.84	0.94	0.26	0.43
47 MILLBRAE	URBAN	2669	2.55	2.25	2.17	2.70	1.09	1.20
+ 48 MILLBRAE	URBAN	4152	2.77	3.13•	3.44•	4.62•	1.25	1.83
49 MILLBRAE	URBAN	3154	2.47	2.16	1.74	1.65	0.35	1.08
MAXIMUM VALUE.....			2.77	3.13	3.44	4.62	2.23	4.38
MINIMUM VALUE.....			0.87	0.66	0.22	0.71	0.18	0.22
MEAN VALUE........			1.96	1.79	1.71	2.09	0.79	1.17
STANDARD DEVIATION			0.61	[illegible]	[illegible]	1.05	0.55	0.92

	**SECTOR: 4	*****	POPUL	M60-64	W60-64	M65-74	W65-74	M75+	W:75+
•	[illegible] BURLINGAME	RURAL	[illegible]	[illegible]	[illegible]•	[illegible]•	4.50•	0.68	2.32
•	50 BURLINGAME	URBAN	7214	3.29•	[illegible]•	2.59	3.05•	1.18	3.13
++	51 BURLINGAME	URBAN	2621	3.55•	4.31•	4.31•	7.52•	2.40	5.88
+	52 BURLINGAME	URBAN	3883	2.95	2.50	3.34•	4.71•	1.89	3.02
++	53 BURLINGAME	URBAN	4293	2.67	4.05•	3.84•	6.01•	2.24	5.59
+	54 BURLINGAME	URBAN	5168	2.67	3.31•	4.01•	4.80•	2.09	2.96
++	55 BURLINGAME	URBAN	4221	2.56	3.83•	3.55•	7.87•	2.58	6.33
•	56 HILLSBOROUGH	URBAN	4647	3.51•	3.54•	3.49•	3.18•	1.44	1.46
•	57 HILLSBOROUGH	URBAN	4106	3.17•	3.04•	3.82•	3.87•	1.27	1.63
	106 HALF MOON B.	RURAL	2811	1.49	1.77	2.17	2.03	1.03	1.67
	107 HALF MOON B.	URBAN	4023	1.39	1.89	2.51	2.63	1.19	1.91
	68 SAN MATEO	RURAL	1471	1.50	0.95	0.95	0.95	0.27	0.48
	69 SAN MATEO	RURAL	2944	1.22	0.61	0.78	1.19	0.61	0.95
−	80 FOSTER CITY	URBAN	1459	0.34	0.54	0.41	0.61	0.20	0.07
−	81 FOSTER CITY	URBAN	3331	0.54	0.57	0.59	0.72	0.15	0.36
	82 FOSTER CITY	URBAN	2633	1.03	0.53	0.61	0.95	0.23	0.84
−	83 FOSTER CITY	URBAN	• 2089	0.24	0.48	0.24	0.72	0.10	0.34
	MAXIMUM VALUE.....			3.55	4.31	4.31	7.87	2.58	6.33
	MINIMUM VALUE.....			0.24	0.48	0.24	0.61	0.10	0.07
	MEAN VALUE........			2.06	2.22	2.40	3.25	1.15	2.20
	STANDARD DEVIATION			1.11	1.39	1.43	2.30	0.82	1.93

	**SECTOR: 5	*****	POPUL	M60-64	W60-64	M65-74	W65-74	M75+	W:75+
+	58 SAN MATEO	URBAN	2987	2.78	3.03•	2.91	4.65•	1.87	3.62
++	59 SAN MATEO	URBAN	3978	2.59	4.60•	4.22•	7.44•	2.89	5.93
	60 SAN MATEO	URBAN	3627	2.21	2.70	2.21	3.06•	0.99	1.63
	61 SAN MATEO	URBAN	3894	1.95	1.21	1.52	1.62	0.64	1.05
	62 SAN MATEO	URBAN	4982	1.77	2.13	2.55	3.51•	1.63	1.95
++	63 SAN MATEO	URBAN	2786	3.34•	4.56•	4.41•	7.07•	2.73	4.41
++	64 SAN MATEO	URBAN	3626	4.22•	6.23•	6.37•	14.07••	4.94	12.58
+	65 SAN MATEO	URBAN	4082	2.89	2.92	4.29•	4.92•	1.76	2.74
++	66 SAN MATEO	URBAN	2998	3.17•	4.24•	5.37•	7.51•	2.60	4.37
	67 SAN MATEO	URBAN	2044	2.59	2.54	3.23•	2.59	0.68	1.42
	68 SAN MATEO	URBAN	406	0.25	0.25	0.25	0.74	0.49	0.25
	70 SAN MATEO	URBAN	1734	1.56	1.33	1.04	0.92	0.40	0.81
	71 SAN MATEO	URBAN	3822	2.56	2.12	1.99	2.12	0.60	1.33
++	72 SAN MATEO	URBAN	3894	3.06•	3.98•	3.31•	6.11•	1.80	3.72
+	73 SAN MATEO	URBAN	3996	4.03	3.90•	3.75•	3.43•	1.53	2.35
++	74 SAN MATEO	URBAN	3413	3.19•	4.34•	4.25•	6.18•	2.52	4.81
	75 SAN MATEO	URBAN	2403	1.08	1.17	0.67	1.96	0.58	1.00
	MAXIMUM VALUE.....			4.22	6.23	6.37	14.07	4.94	12.58
	MINIMUM VALUE.....			0.25	0.25	0.25	0.74	0.40	0.25
	MEAN VALUE........			2.54	3.02	3.08	4.56	1.69	3.17
	STANDARD DEVIATION			0.98	1.53	1.63	3.22	1.16	2.84

	**SECTOR: 6	*****	POPUL	M60-64	W60-64	M65-74	W65-74	M75+	W:75+
	76 SAN MATEO	URBAN	3942	1.80	1.85	1.80	2.31	1.01	1.34
	77 SAN MATEO	URBAN	6219	1.01	1.01	0.96	1.22	0.39	0.74
−	78 SAN MATEO	URBAN	3967	0.93	0.78	0.38	2.93	0.18	0.28
	79 SAN MATEO	URBAN	365	1.10	1.10	1.10	0.00	0.55	0.27
	84 SAN MATEO	URBAN	4762	0.63	0.61	0.69	1.03	0.46	1.13
	85 SAN MATEO	URBAN	5054	2.11	2.23	1.94	2.23	0.87	1.28
	86 BELMONT	URBAN	3632	1.73	2.34	1.60	1.98	0.88	1.29
	87 BELMONT	URBAN	7057	2.07	2.04	1.67	2.17	0.75	1.96
	88 BELMONT	URBAN	[illegible]	0.98	0.93	1.06	1.21	0.32	0.69
	89 BELMONT	URBAN	3553	1.08	1.02	0.88	1.50	0.68	1.44
	90 BELMONT	URBAN	3098	2.45	2.49	2.39	3.32•	1.16	2.16
+	91 SAN CARLOS	URBAN	1791	2.46	2.96	2.68	4.97•	1.51	2.98
++	92 SAN CARLOS	URBAN	6216	3.38•	4.41•	4.09•	6.40•	2.08	4.25
+	93 SAN CARLOS	URBAN	3487	4.01•	4.07•	3.70•	3.73•	1.20	2.21
	94 SAN CARLOS	URBAN	3393	3.62•	3.62•	2.71	2.71	0.65	1.59
	95 SAN CARLOS	URBAN	4959	1.98	[illegible]	1.86	2.02	0.69	1.03
	96 SAN CARLOS	URBAN	6073	1.35	[illegible]	0.96	1.37	0.48	1.05
	MAXIMUM VALUE.....			4.01	4.41	4.09	6.40	2.08	4.25
	MINIMUM VALUE.....			0.63	0.61	0.38	0.93	0.18	0.27
	MEAN VALUE........			1.92	[illegible]	[illegible]	2.30	0.81	1.51
	STANDARD DEVIATION			0.97	[illegible]	1.01	1.53	0.46	0.96

SOUTHERN REGION

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 **SECTOR: 7                ******  POPUL  M60-64  W60-64  M65-74  W65-74  M75+    W75+
   [illegible] SAN CARLOS   RURAL   1961    2.91   1.[illegible]  [illegible].57*  [illegible].65   3.21   4.55
   [illegible] REDWOOD CITY RURAL   2638    1.90   1.[illegible]  [illegible]   2.24    0.80    1.82
   [illegible] REDWOOD CITY RURAL    635    1.01   [illegible]  [illegible]*  2.76*   3.76    4.2[illegible]
   [illegible] REDWOOD CITY RURAL    373   17.16  20.11   26.27   37.00   15.01   19.84
   104 .FAIR OAKS   URBAN   3093    1.94   [illegible]  2.10    2.30    0.87    1.23
   105  FAIR OAKS   URBAN   6644    1.73   [illegible]  2.13    3.25*   1.41    2.09
   114 ATHERTON     URBAN   5001    2.32    2.50    2.36    2.76    1.08    1.14
   115 ATHERTON     URBAN   3084    3.60*   2.24    2.40    2.53    1.04    2.01
   118 E.PALO ALTO  RURAL    484    1.65    1.45    1.14    2.27    0.62    1.03
 - 118 E.PALO ALTO  URBAN   3609    0.64    0.55    0.84    0.91    0.25    0.44
   119 E.PALO ALTO  URBAN   6100    1.39    1.07    1.59    1.34    0.46    0.43
   120 E.PALO ALTO  URBAN   5136    1.50    1.67    2.02    2.73    0.93    1.29
   121 E.PALO ALTO  URBAN   2992    1.10    1.54    1.37    1.87    0.67    1.94
 - 131 LADERA OAKS. RURAL   1703    0.76    1.00    0.53    0.70    0.12    0.47
   132 WOODSIDE-PV  URBAN   5510    1.62    1.54    1.80    1.49    1.54    4.39
   133 WOODSIDE-PV  URBAN   2514    2.43    2.43    3.22    2.06*   0.95    1.99
   134 WOODSIDE-PV  URBAN   2903    2.28    2.27    2.27    2.10    1.10    1.79
 MAXIMUM VALUE.....                17.16   20.11   26.27   37.00   15.01   19.84
 MINIMUM VALUE.....                 0.64    0.55    0.53    0.70    0.12    0.43
 MEAN VALUE........                 2.85    2.83    3.47    4.35    1.99    3.00
 STANDARD DEVIATION                 3.67    4.35    5.75    8.20    3.36    4.41

 **SECTOR: 8                *****   POPUL  M60-64  W60-64  M65-74  W65-74  M75+    W75+
    97 REDWOOD CITY URBAN    396    1.26    1.01    1.77    1.26    0.00    1.26
    98 REDWOOD CITY URBAN   4092    2.05    1.88    2.27    3.08*   1.08    1.54
 +  99 REDWOOD CITY URBAN   3420    3.60*   3.33*   3.56*   4.21*   1.78    2.46
++ 100 REDWOOD CITY URBAN   4435    2.84    3.99*   3.39*   6.25*   1.94    4.49
   101 REDWOOD CITY URBAN   2199    2.14    2.55    2.00    2.73    1.20    1.59
   102 REDWOOD CITY URBAN   6640    1.85    1.94    2.02    2.29    0.86    2.05
++ 103 REDWOOD CITY URBAN   1876    5.97*   5.81*   4.10*   3.84*   0.53    1.87
   104 REDWOOD CITY URBAN   4508    1.73    1.49    1.51    1.31    0.29    0.73
   105 REDWOOD CITY URBAN    188    3.72*   1.06    2.13    4.79*   1.60    0.53
   107 REDWOOD CITY URBAN   3452    2.00    2.55    2.72    4.29*   1.97    3.22
   108 REDWOOD CITY URBAN   3212    1.65    2.27    1.96    3.02*   1.06    1.65
 + 109 REDWOOD CITY URBAN   5387    2.13    3.04*   3.30*   5.20*   2.32    3.75
   110 REDWOOD CITY URBAN   4938    1.56    2.00    2.11    3.14*   1.40    1.98
   111 REDWOOD CITY URBAN   6638    1.27    1.08    0.78    1.18    0.41    1.36
   112 REDWOOD CITY URBAN   3612    1.47    1.22    1.36    1.91    0.55    1.11
   113 REDWOOD CITY URBAN    693    1.73    2.69    1.88    2.74    1.01    2.16
   136 WOODSIDE-PV  RURAL   2466    2.03    1.56    2.80    2.43    1.91    1.14
 MAXIMUM VALUE.....                 5.97    5.81    4.10    6.25    2.32    4.49
 MINIMUM VALUE.....                 1.26    1.01    0.78    1.18    0.29    0.53
 MEAN VALUE........                 2.29    2.35    2.39    3.16    1.17    1.93
 STANDARD DEVIATION                 1.15    1.20    0.92    1.48    0.66    1.02

 **SECTOR: 9               *****    POPUL  M60-64  W60-64  M65-74  W65-74  M75+    W75+
   116 MENLO PARK   URBAN   2060    1.89    2.16    1.41    2.14    0.97    1.17
   117 MENLO PARK   URBAN   4603    1.09    1.17    1.09    1.52    0.37    0.43
   121 MENLO PARK   URBAN    575    2.78    3.13*   3.13*   3.13*   1.57    3.13
++ 122 MENLO PARK   URBAN   5178    2.74    3.82*   3.38*   5.31*   1.91    3.79
   123 MENLO PARK   URBAN    804    4.35    0.62    8.21    0.12    5.22    0.00
   124 MENLO PARK   URBAN    164    3.05*   0.61    1.22    0.00    0.61    0.61
++ 125 MENLO PARK   URBAN   1818    2.48    4.40*   2.81    6.44*   2.97    5.94
++ 126 MENLO PARK   URBAN   3616    2.90    5.17*   4.26*  10.56    4.12   10.45
++ 127 MENLO PARK   URBAN   2487    3.42*   3.10*   3.98*   5.19*   2.33    2.57
 + 128 MENLO PARK   URBAN   2679    3.32*   3.58*   3.32*   3.51*   2.09    3.43
   129 MENLO PARK   URBAN     58    1.72    1.72    1.72    0.00    1.72    1.72
   130 MENLO PARK   URBAN   2692    2.08    1.75    2.15    2.93    1.19    3.34
   12[illegible] MENLO PARK   RURAL   1093    2.01    2.93    2.01    2.65    1.10    0.91
   125 MENLO PARK   RURAL    392    2.55    2.55    1.28    1.79    1.02    1.28
   126 MENLO PARK   RURAL    811    2.22    3.28*   1.60    2.22    0.74    1.60
   129 MENLO PARK   RURAL   3939    1.73    1.95    1.52    2.23    1.02    2.13
   1[illegible] MENLO PARK   RURAL    296    1.01    1.69    1.35    2.36    1.01    1.35
 MAXIMUM VALUE.....                 4.35    5.17    8.21   10.56    5.22   10.45
 MINIMUM VALUE.....                 1.01    0.61    1.09    0.12    0.37    0.43
 MEAN VALUE........                 2.42    1.9[illegible]    2.21    3.02    1.76    2.58
 STANDARD DEVIATION                 0.93    1.24    1.71    2.56*   1.26    2.44

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ETHNIC DISTRIBUTION BY TRACTS WITHIN SECTORS: as percentage of the population

** SECTOR 1:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SN	BLACKS	ASIANS
2	DALY CITY	URBAN	3303	68.86	•[illegible]	[illegible]	[illegible]	4.41	•[illegible]	[illegible] +
3	DALY CITY	URBAN	[illegible]	[illegible]	•[illegible]	[illegible]	5.29	1.94	2.78	3.24
4	DALY CITY	URBAN	5737	82.50	[illegible]	[illegible]	[illegible]	5.48	[illegible]	[illegible]
5	DALY CITY	URBAN	4655	81.84	36.42	[illegible]	10.79	7.10	[illegible].29	10.81
6	DALY CITY	URBAN	3943	86.10	•15.97	11.[illegible]	4.72	2.23	•5.66	[illegible].24
7	DALY CITY	URBAN	5271	75.26	34.19	14.[illegible]	3.74	5.84	13.[illegible]	10.57
8	DALY CITY	URBAN	4213	94.58	8.14	[illegible]	3.03	1.44	1.28	4.14
9	DALY CITY	URBAN	4728	98.24	[illegible]	[illegible]	2.47	2.24	0.08	1.67
10	DALY CITY	URBAN	6770	87.56	•[illegible]	[illegible]	7.05	4.46	•5.63	6.01
11	DALY CITY	URBAN	6357	94.23	12.25	6.59	3.51	2.75	1.59	4.16
12	DALY CITY	URBAN	1492	92.49	[illegible]	[illegible]	1.94	5.90	1.41	6.16
13	DALY CITY	URBAN	3911	92.96	8.22	5.01	1.74	2.46	2.29	4.75
14	DALY CITY	URBAN	5176	92.56	20.03	[illegible]	4.58	7.53	2.07	5.37
15	DALY CITY	URBAN	6017	91.13	•15.92	6.40	5.43	3.59	2.78	6.10
16	DALY CITY	URBAN	3945	90.04	•18.50	7.3[illegible]	4.84	5.75	2.23	7.73
17	DALY CITY	RURAL	4912	92.14	26.81	16.12	6.11	4.58	1.10	6.76
18	DALY CITY	RURAL	1803	91.40	5.16	4.44	0.00	0.72	1.44	5.16
MAXIMUM VALUE.....				98.24	36.42	21.87	10.79	7.53	17.72	22.52
MINIMUM VALUE.....				68.86	5.16	1.35	1.74	0.72	0.08	1.67
MEAN VALUE........				87.66	17.67	9.46	4.16	4.03	4.57	7.52
STANDARD DEVIATION				6.48	8.24	5.59	2.37	1.98	4.72	4.66

** SECTOR 2:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SN	BLACKS	ASIANS
16	COLMA	URBAN	537	93.48	•15.83	12.48	3.25	0.00	0.93	5.59
136	PACIFICA	RURAL	2699	97.33	5.22	1.37	1.56	2.30	0.19	2.48
27	PACIFICA	URBAN	5263	85.25	•17.24	7.59	5.55	4.11	6.53	8.22
28	PACIFICA	URBAN	3554	92.40	•19.47	7.65	8.16	3.66	1.86	5.74
29	PACIFICA	URBAN	3695	94.72	•18.48	8.17	6.68	3.63	0.81	4.47
30	PACIFICA	URBAN	3643	96.99	12.35	7.22	5.11	0.52	0.41	2.61
31	PACIFICA	URBAN	3247	97.44	6.84	3.20	3.45	0.18	0.09	2.46
32	PACIFICA	URBAN	4945	97.51	•16.38	7.77	7.56	1.05	0.20	2.29
33	PACIFICA	URBAN	7814	96.74	13.49	4.54	6.76	2.19	0.18	3.08
34	PACIFICA	URBAN	3839	95.26	12.16	4.64	5.89	1.64	0.99	3.75
36	SAN BRUNO	URBAN	4843	93.02	14.72	5.70	6.83	2.19	1.24	6.86
37	SAN BRUNO	URBAN	6897	93.33	13.69	5.48	5.57	2.64	0.80	5.87
38	SAN BRUNO	URBAN	6342	98.04	12.02	5.30	5.90	0.82	0.05	1.91
39	SAN BRUNO	URBAN	4865	99.18	8.04	3.31	2.86	1.87	0.08	0.82
40	SAN BRUNO	URBAN	3651	98.25	11.12	3.64	6.55	0.93	0.11	1.64
41	SAN BRUNO	URBAN	6132	95.97	11.23	5.17	4.65	1.71	0.23	3.88
42	SAN BRUNO	URBAN	3524	94.41	16.57	11.38	4.54	0.65	0.17	5.42
MAXIMUM VALUE.....				99.18	19.47	12.48	8.16	4.11	6.53	8.22
MINIMUM VALUE.....				85.25	5.22	1.37	1.56	0.18	0.05	0.82
MEAN VALUE........				95.25	13.31	6.19	5.35	1.77	0.87	3.94
STANDARD DEVIATION				3.19	3.86	2.78	1.72	1.20	1.50	1.99

** SECTOR 3:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SN	BLACKS	ASIANS
1	BRISBANE	URBAN	2003	96.57	21.55	13.02	6.19	2.33	0.27	3.16
17	SO.SAN FRAN	URBAN	4651	93.03	23.26	11.46	6.99	4.71	1.27	5.70
18	SO.SAN FRAN	URBAN	7199	95.96	14.36	6.80	5.43	2.03	0.08	3.96
19	SO.SAN FRAN	URBAN	6465	94.76	•16.78	4.02	6.57	1.19	0.87	4.38
20	SO.SAN FRAN	URBAN	5537	93.86	26.32	10.13	5.67	4.31	0.98	5.15
21	SO.SAN FRAN	URBAN	2691	90.67	25.20	14.53	4.61	6.06	1.00	6.32
22	SO.SAN FRAN	URBAN	6270	95.71	28.28	21.05	4.50	2.65	0.61	3.68
23	SO.SAN FRAN	URBAN	3169	93.44	21.80	16.36	4.67	1.07	0.13	6.44
24	SO.SAN FRAN	URBAN	6342	97.38	11.48	5.30	3.55	2.03	0.17	2.44
25	SO.SAN FRAN	URBAN	3816	80.13	28.25	8.53	6.59	4.93	9.48	10.26
26	SO.SAN FRAN	URBAN	461	83.51	10.20	9.11	1.03	0.00	1.74	14.75
44	MILLBRAE	URBAN	4493	97.73	12.69	6.17	4.05	2.47	0.20	2.07
45	MILLBRAE	URBAN	3223	98.76	8.87	4.78	3.35	0.74	0.06	1.18
46	MILLBRAE	URBAN	3090	98.12	10.42	2.49	5.28	2.65	0.00	1.88
47	MILLBRAE	URBAN	2669	98.80	8.36	2.74	2.32	3.30	0.00	1.20
48	MILLBRAE	URBAN	4152	98.76	10.90	5.07	3.52	1.40	0.67	1.22
49	MILLBRAE	URBAN	3154	98.57	10.75	3.80	5.91	1.93	0.03	1.40
MAXIMUM VALUE.....				98.80	28.28	21.05	6.99	6.06	9.48	14.75
MINIMUM VALUE.....				80.13	8.36	2.49	1.03	0.74	0.03	1.18
MEAN VALUE........				94.45	16.14	8.93	4.69	2.58	1.00	4.55
STANDARD DEVIATION				5.18	7.17	4.89	1.55	1.56	2.10	3.61

CENTRAL REGION

** SECTOR 4:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SN	BLACKS	ASIANS
50	BURLINGAME	RURAL	733	98.77	0.00	0.00	0.00	0.00	0.14	1.09
50	BURLINGAME	URBAN	7214	98.79	6.03	2.19	1.72	2.12	0.14	1.07
51	BURLINGAME	URBAN	2621	98.44	4.12	[illegible]	0.61	0.00	0.04	1.53
52	BURLINGAME	URBAN	3883	99.45	5.10	2.53	1.45	1.16	0.11	0.45
53	BURLINGAME	URBAN	4291	99.21	2.91	0.55	0.68	1.58	0.09	0.70
54	BURLINGAME	URBAN	5168	97.14	5.77	5.24	2.50	3.03	0.15	2.71
55	BURLINGAME	URBAN	4221	98.65	6.92	3.46	1.46	0.00	0.05	1.30
56	HILLSBOROUGH	URBAN	4647	98.13	5.57	1.53	1.53	2.45	0.37	1.51
57	HILLSBOROUGH	URBAN	4106	97.83	4.29	2.34	0.90	1.05	0.41	1.75
135	HALF MOON B.	RURAL	2811	95.53	14.27	4.05	4.16	6.05	0.50	3.98
137	HALF MOON B.	URBAN	4023	97.07	10.79	1.44	2.44	6.86	0.47	2.46
68	SAN MATEO	RURAL	1471	99.25	1.84	0.48	1.36	0.00	0.00	0.75
69	SAN MATEO	RURAL	2944	93.91	4.86	2.14	0.75	2.07	1.97	4.11
80	FOSTER CITY	URBAN	1469	85.50	3.68	2.75	1.02	0.00	2.59	11.91
81	FOSTER CITY	URBAN	3231	93.64	3.18	0.49	1.47	0.72	1.23	5.13
82	FOSTER CITY	URBAN	2633	88.59	8.47	4.52	2.85	1.10	1.37	9.04
83	FOSTER CITY	URBAN	2089	87.46	6.08	3.54	0.34	2.20	2.78	9.77
MAXIMUM VALUE.....				99.45	14.27	5.24	4.16	6.86	2.78	11.91
MINIMUM VALUE.....				85.50	1.84	0.48	0.34	0.72	0.04	0.45
MEAN VALUE........				95.79	5.81	3.46	1.60	1.73	0.73	3.49
STANDARD DEVIATION				4.24	3.38	1.49	1.11	1.93	0.89	3.41

** SECTOR 5:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SN	BLACKS	ASIANS
58	SAN MATEO	URBAN	2987	97.89	2.95	1.77	0.40	0.77	0.87	1.24
59	SAN MATEO	URBAN	3978	92.26	14.50	8.55	3.57	2.39	4.05	3.67
60	SAN MATEO	URBAN	3627	89.44	9.40	3.92	3.42	2.07	3.01	7.55
61	SAN MATEO	URBAN	3894	95.53	11.94	4.52	3.80	3.62	1.00	3.47
62	SAN MATEO	URBAN	4982	27.10	8.91	6.06	0.68	2.17	45.87	27.04
63	SAN MATEO	URBAN	2786	89.48	8.22	4.98	2.08	1.26	2.30	8.22
64	SAN MATEO	URBAN	3626	99.37	2.59	1.57	0.00	1.02	0.03	0.61
65	SAN MATEO	URBAN	4082	99.09	3.23	1.67	0.00	1.57	0.00	0.91
66	SAN MATEO	URBAN	2998	97.53	4.27	1.67	1.37	1.23	0.10	2.37
67	SAN MATEO	URBAN	2044	96.04	6.95	0.93	1.81	4.21	0.00	3.96
68	SAN MATEO	URBAN	406	97.04	5.91	1.23	4.68	0.00	0.99	1.97
70	SAN MATEO	URBAN	1734	97.17	3.86	2.60	1.27	0.00	0.12	2.71
71	SAN MATEO	URBAN	3822	98.04	1.91	0.37	0.34	1.20	0.00	1.96
72	SAN MATEO	URBAN	3894	97.71	3.72	1.77	0.67	1.28	0.08	2.21
73	SAN MATEO	URBAN	3996	96.07	3.93	0.15	0.18	3.60	0.13	3.80
74	SAN MATEO	URBAN	3413	97.71	5.96	2.34	2.78	0.85	0.21	2.08
75	SAN MATEO	URBAN	2403	95.13	7.03	3.37	1.71	1.96	0.33	4.54
MAXIMUM VALUE.....				99.37	14.50	8.55	4.68	4.21	45.87	27.04
MINIMUM VALUE.....				27.10	1.91	0.15	0.18	0.77	0.03	0.61
MEAN VALUE........				91.92	6.20	2.79	1.69	1.72	3.47	4.61
STANDARD DEVIATION				16.46	3.40	2.14	1.44	1.17	10.66	5.96

** SECTOR 6:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SN	BLACKS	ASIANS
76	SAN MATEO	URBAN	3942	87.95	8.95	2.08	0.48	6.39	0.53	11.52
77	SAN MATEO	URBAN	6219	94.60	•15.79	7.04	5.42	3.33	0.51	4.89
78	SAN MATEO	URBAN	3967	90.70	10.41	2.77	2.04	5.60	0.15	9.15
79	SAN MATEO	URBAN	365	98.08	0.00	0.00	0.00	0.00	0.00	1.92
84	SAN MATEO	URBAN	4762	92.36	10.04	3.44	3.07	1.43	1.62	6.03
85	SAN MATEO	URBAN	5664	97.33	9.28	3.38	3.28	2.63	0.18	2.49
86	BELMONT	URBAN	3632	97.08	7.10	3.94	3.08	0.08	0.50	2.42
87	BELMONT	URBAN	7057	96.80	7.38	2.17	3.67	1.54	0.51	2.69
88	BELMONT	URBAN	6347	96.91	8.44	2.47	4.04	1.13	0.22	2.87
89	BELMONT	URBAN	3533	96.24	5.49	1.92	2.41	1.16	0.31	3.45
90	BELMONT	URBAN	3098	97.16	6.00	3.42	1.81	0.77	0.03	2.81
91	SAN CARLOS	URBAN	1791	99.44	7.87	3.69	2.52	1.56	0.00	0.56
92	SAN CARLOS	URBAN	6216	98.42	5.21	2.06	1.98	1.27	0.03	1.54
93	SAN CARLOS	URBAN	3487	99.09	9.29	2.70	3.21	3.99	0.06	0.86
94	SAN CARLOS	URBAN	3398	99.68	3.86	1.38	2.12	0.35	0.00	0.32
95	SAN CARLOS	URBAN	4959	98.02	5.63	2.08	3.07	2.88	0.48	1.49
96	SAN CARLOS	URBAN	6073	98.09	3.29	0.92	1.89	1.07	0.26	1.65
MAXIMUM VALUE.....				99.68	15.79	7.04	5.42	6.39	1.62	11.52
MINIMUM VALUE.....				87.95	3.86	0.92	0.48	0.08	0.00	0.32
MEAN VALUE........				96.35	7.51	2.67	2.65	2.07	0.32	3.33
STANDARD DEVIATION				[illegible]	[illegible]	[illegible]	1.30	1.79	0.39	2.54

SOUTHERN REGION

** SECTOR 7:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SH	BLACKS	ASIANS
[illegible]	SAN CARLOS	RURAL	1961	[illegible]	2.57	2.29	1.27	0.00	[illegible]	[illegible]
[illegible]	REDWOOD CITY	RURAL	2638	[illegible]	2.15	[illegible]	1.25	0.27	0.45	1.21
98	REDWOOD CITY	RURAL	632	100.00	7.49	[illegible]	5.02	0.00	0.00	2.66
[illegible]	REDWOOD CITY	RURAL	[illegible]	98.74	13.52	[illegible]	3.59	9.65	[illegible]	19.57
105	..FAIR OAKS	URBAN	[illegible]	80.72	21.66	[illegible]	3.75	2.78	16.14	3.14
106	..FAIR OAKS	URBAN	6644	93.51	21.12	14.6[illegible]	4.73	1.76	3.37	3.12
114	ATHERTON	URBAN	5061	97.76	4.12	2.26	0.74	1.92	0.32	1.90
115	ATHERTON	URBAN	2084	[illegible]	[illegible]	[illegible]	1.82	1.75	0.52	1.10
116	E.PALO ALTO	RURAL	484	96.07	•19.63	5.37	13.02	1.24	0.41	3.51
[illegible]	E.PALO ALTO	URBAN	3609	9.12	7.54	3.24	2.08	2.22	[illegible]	2.94
119	E.PALO ALTO	URBAN	6100	11.02	7.23	4.28	1.07	1.89	[illegible]	9.08
120	E.PALO ALTO	URBAN	5136	32.79	3.68	2.45	0.66	0.56	[illegible]	60.85
121	E.PALO ALTO	URBAN	2992	88.87	2.05	4.41	3.18	0.47	6.65	4.48
131	WOODSIDE-PV	RURAL	1703	98.41	2.52	1.08	2.52	0.00	0.06	1.53
132	WOODSIDE-PV	URBAN	5510	98.68	4.96	1.91	1.76	1.20	0.27	1.05
133	WOODSIDE-PV	URBAN	2514	98.29	3.26	1.62	1.39	0.24	0.48	1.23
134	WOODSIDE-PV	URBAN	2908	98.07	6.71	2.41	1.20	2.10	0.31	1.62
MAXIMUM VALUE.....				98.74	85.52	52.28	23.59	9.65	87.95	60.85
MINIMUM VALUE.....				9.12	2.35	0.83	0.66	0.24	0.06	1.05
MEAN VALUE........				[illegible].01	12.89	7.13	4.12	1.65	11.60	
STANDARD DEVIATION				215.36	19.15	12.00	5.63	2.18	24.93	

** SECTOR 8:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SH	BLACKS	ASIANS
97	REDWOOD CITY	URBAN	396	98.48	0.00	0.00	0.90	0.00	0.00	1.52
98	REDWOOD CITY	URBAN	4092	98.31	8.31	3.01	3.74	1.56	0.02	1.66
99	REDWOOD CITY	URBAN	3420	99.62	4.50	1.9[illegible]	2.51	0.18	0.06	0.32
100	REDWOOD CITY	URBAN	4435	98.02	5.41	3.40	1.53	0.47	0.65	1.33
101	REDWOOD CITY	URBAN	2199	98.09	•19.15	11.05	7.55	0.55	0.27	1.64
102	REDWOOD CITY	URBAN	6640	93.78	27.74	20.98	5.27	1.49	2.80	4.92
103	REDWOOD CITY	URBAN	1876	96.64	2.77	0.69	1.01	1.07	1.17	2.19
104	REDWOOD CITY	URBAN	4508	96.25	9.83	4.06	3.90	1.86	1.15	2.60
105	REDWOOD CITY	URBAN	188	90.43	,25.00	25.00	0.00	0.00	2.13	7.45
107	REDWOOD CITY	URBAN	3452	80.79	•17.84	10.98	2.66	4.81	17.06	2.14
108	REDWOOD CITY	URBAN	3212	96.58	•19.33	11.71	4.58	3.05	0.68	2.74
109	REDWOOD CITY	URBAN	5387	97.64	•16.87	10.92	3.97	1.99	0.37	2.32
110	REDWOOD CITY	URBAN	4938	95.28	11.20	4.92	3.02	3.26	0.24	4.48
111	REDWOOD CITY	URBAN	6638	98.93	7.28	2.40	3.53	1.36	0.05	1.02
112	REDWOOD CITY	URBAN	3612	98.75	8.89	3.43	3.52	1.94	0.00	1.25
113	REDWOOD CITY	URBAN	693	91.20	12.70	9.09	0.00	3.61	0.00	8.80
138	WOODSIDE-PV	RURAL	2466	91.12	7.79	4.10	1.87	1.82	0.53	8.35
MAXIMUM VALUE.....				99.62	27.74	25.00	7.55	4.81	17.06	8.80
MINIMUM VALUE.....				80.79	2.77	0.69	1.01	0.18	0.02	0.32
MEAN VALUE........				95.29	12.04	7.50	2.83	1.71	1.60	3.22
STANDARD DEVIATION				4.59	7.58	6.81	1.97	1.31	3.94	2.57

** SECTOR 9:

			POPUL	WHITE	SPNSH	SP.MT	SP.LN	SP.SH	BLACKS	ASIANS
116	MENLO PARK	URBAN	2060	92.91	9.47	3.54	2.04	3.88	3.93	3.16
117	MENLO PARK	URBAN	4603	4.32	5.63	2.09	2.48	1.06	94.35	1.33
121	MENLO PARK	URBAN	575	93.91	13.57	8.52	5.04	0.00	4.00	2.09
122	MENLO PARK	URBAN	5178	94.44	6.62	3.38	2.07	1.18	1.58	3.90
123	MENLO PARK	URBAN	804	86.69	7.46	6.22	0.37	0.87	10.20	3.11
124	MENLO PARK	URBAN	164	98.78	0.00	0.00	0.00	0.00	0.00	1.22
125	MENLO PARK	URBAN	1818	93.89	8.64	2.92	5.39	0.33	0.77	5.34
126	MENLO PARK	URBAN	3616	95.69	5.14	3.07	0.19	1.88	0.50	3.82
127	MENLO PARK	URBAN	2487	98.67	1.61	0.52	0.56	0.52	0.24	1.09
128	MENLO PARK	URBAN	2679	98.92	1.83	0.56	0.78	0.49	0.07	1.01
129	MENLO PARK	URBAN	58	100.00	0.00	0.00	0.00	0.00	0.00	0.00
130	MENLO PARK	URBAN	2692	[illegible].92	1.34	0.71	0.22	0.41	0.19	[illegible].90
124	MENLO PARK	RURAL	1092	96.16	0.82	0.82	0.00	0.00	2.10	1.74
125	MENLO PARK	RURAL	392	95.92	11.99	10.46	0.00	1.53	0.26	3.83
128	MENLO PARK	RURAL	811	98.03	1.23	0.00	0.00	1.23	0.00	1.97
129	MENLO PARK	RURAL	3939	97.1[illegible]	4.70	1.73	1.24	1.72	0.10	2.77
130	MENLO PARK	RURAL	296	97.97	5.74	4.[illegible]	0.00	1.35	1.01	1.01
MAXIMUM VALUE.....				100.00	13.57	10.46	5.39	3.88	94.35	5.34
MINIMUM VALUE.....				4.32	0.00	0.52	0.1[illegible]	0.32	0.07	1.01
MEAN VALUE........				85.49	5.05	2.82	1.20	0.97	7.02	
STANDARD DEVIATION				[illegible]	4.07	[illegible]	1.87	0.95	21.9[illegible]	

Technical Report

Number 10

COMPARISON OF PROGRAMS (1969, 1971, 1973)

COMPARISON OF PROGRAMS BY NUMBER OF COURSES, NUMBER OF SECTIONS, COURSE ENROLLMENTS, AND WEEKLY STUDENT CONTACT HOURS
1969, 1971, AND 1973

Introduction

As part of the San Mateo Community College District's (SMCCD or District) current planning effort, several short technical reports have been developed. This technical report provides data about courses, sections, course enrollments, and weekly student contact hours (WSCH).

The SMCCD colleges are dynamic institutions in which students and their needs are constantly changing. To meet these needs the District and colleges modify their programs. In the planning process it is helpful to review historical data in order to analyze changes that have occurred and to assist in the development of guidelines for change in the future. As part of that process the planning staff reviewed the quantitative changes that have occurred over three time periods: 1969, 1971, and 1973.

Data Collection

The data collected for this report are primarily quantitative in nature and do not pertain to the processes used at each college to develop and implement courses.

> Note: Meetings were held with occupational program deans and visits by the planning staff have been made to the colleges. However, divisional meetings about curricular development for the colleges are scheduled for later in the planning process.

Information on enrollments in courses offered at each college was compiled from District data processing printouts, "Enrollment by Department - Census Week" for Fall 1969, 1971, and 1973.

In addition to the three comparative years cited above, preliminary Fall 1974 (September 20, 1974) course enrollment data were used to check any changes in the course enrollment patterns indicated during the previous base period.

For each of the comparative years, four items were tabulated from the printouts for day and evening programs and courses.

1. The number of courses offered in each department at each college.
2. The number of class sections offered in each department at each college.
3. Course enrollments by department at each college.
4. Weekly student contact hours (WSCH) generated in courses offered by each department at each college.

Several definitions used in this report will assist the reader. A course is interpreted as any subject matter taught under a discreet title; e.g., English A is one course and English 1A is another course. A section is an offering of a course during a scheduled time period; e.g., English A, 8 A.M., MWF. Thus, there is a greater number of sections than courses because several sections of a single course may be offered in a semester. Course enrollments are the total number of students enrolled in all sections of each course which offer credit and which are not experimental. This means an individual student may generate five course enrollments if he is enrolled in five separate courses. Weekly student contact hours (WSCH) are the number of hours generated by enrollments in a course in a single week. Thus, if a course meets three hours per week, each course enrollment will generate three WSCH.

Summary of Findings

In the following part of this technical report findings from the data synthesis are reported. In the final part of this report some preliminary conclusions and considerations for program guideline development are stated. Exhibits appear at the end of the report.

Summary of Number of Courses and Enrollments

In this section of the report, unless it is otherwise stated enrollment refers to course enrollments.

1. A comparison of changes that occurred in District day and evening enrollments between Fall 1969 and Fall 1973 shows there was a decrease of 2.1 percent in total enrollments. The decrease was due to fewer day enrollments. Evening course enrollments increased. See Exhibit A.

   Note: Fall enrollment data for 1974 were not complete at the time of the preparation of this report, but preliminary figures indicate that there was an increase of about 8.0 percent in day student head count over Fall 1973. However, there will not be a corresponding 8.0 percent increase in WSCH or ADA[1/] because of lower average unit loads being carried by students.

2. Fall 1973 enrollment patterns at each college are shown in Exhibit B.

   - At all three colleges about three times as many course sections are offered during the day as are offered in the evening.
   - As a general pattern, the average enrollment per section is slightly larger in the evening than it is during the day.
   - As a general pattern, the average WSCH generated per section in evening classes is slightly larger than during day classes (92.9 WSCH per evening section compared with 87.6 WSCH per day section).

3. Between 1969 and 1973 on a districtwide basis, the total number of day courses offered during the Fall increased by 204 (about 20%). Evening courses offered increased by over 40 percent. See Exhibit C-1.

[1/] Average Daily Attendance.

- Even though District day enrollments decreased by about 8 percent between 1969 and 1973, WSCH only dropped by 4 percent. See Exhibit C-1.
- The day courses offered at Cañada increased by about 35 percent; at Skyline by 40 percent; and at CSM by less than 4 percent. However, in Fall 1973, CSM offered more courses than either of the other two colleges. See Exhibits C-2, C-3, and C-4.
- Enrollment during the day decreased by about 7 percent at Cañada and 20 percent at CSM. Skyline showed increases of 37 percent. Evening enrollments increased at both Cañada and Skyline but showed a slight decrease at CSM. However, CSM enrollments for day plus evening courses are greater than the other two colleges combined. This pattern continued in 1974. See Exhibits C-2, C-3, and C-4.

4. The number of evening enrollments increased between Fall 1973 and 1974 at all three colleges. In the Fall of 1974 evening enrollments at Skyline increased by nearly 40 percent over the Fall of 1973. At CSM evening enrollments increased by 10 percent and at Cañada they increased by less than 1 percent. See Exhibit D.
5. In 1974, data indicate evening enrollments at Skyline constituted over 30 percent of the total Skyline enrollments. The percent of evening enrollments to total enrollments (day and evening) at the other two colleges is less than 30 percent. See Exhibit E.

Summary by Department/Division

When courses offered in various departments/divisions are compared for each sample time period (Fall 1969, 1971, 1973), a general pattern was identified in several departmental or divisional areas. These patterns are summarized below.

Exhibit F shows a comparison of WSCH generated by department or division. Two areas generated a substantial portion of the total WSCH in Fall 1973. These were business (16.4%) and social science (20.3%). When English, foreign languages, and fine arts are combined as a humanities grouping, they accounted for over 25 percent of the WSCH. Sciences (life, physical, and math/engineering) accounted for about 20 percent of the WSCH.

Business. At all colleges total business enrollments showed increases in day and evening enrollments. Preliminary data review for Fall 1974 indicates this pattern continued for the District totals. However, WSCH for Canada in the evening and CSM during the day showed little change.

English and Foreign Languages. Day enrollments in English and foreign languages tended to decline between 1969 and 1973. Even though total student head count in the District increased about 1,000 in the day for Fall 1974, WSCH generated in English remained about the same as it was in 1973.

In the District, foreign language enrollments in the evening increased between 1969 and 1973; however, this was not true in 1974 in that evening foreign language WSCH leveled or decreased at the colleges.

Fine Arts. The program areas included in fine arts are art, drama, and music. One of the colleges includes telecommunications and home economics in this grouping. District enrollments increased in the fine arts grouping in both the day and evening programs.

Life Sciences. District enrollments in life sciences were up in 1973 over 1969. In 1974 preliminary District data indicate that life science WSCH are continuing to expand; however, at CSM enrollments fell between 1969 and 1973; the modest expansion in 1974 was not in proportion to CSM total student head count increases.

Math/Engineering. The colleges in the District do not all departmentalize along math/engineering lines. Skyline groups math with the physical sciences. For purposes of analysis, the planning staff regrouped math so that like data could be compared. Math/engineering is an increasing enrollment area in both day and evening for the District. Even though CSM showed a decline in WSCH in math and engineering between 1971 and 1973, preliminary 1974 data show that they have recovered to the 1971 WSCH level.

P.E. and Recreation. Enrollments in P.E. have shown a definite shift. There is a shift away from the traditional P.E. for men and P.E. for women to coeducational P.E. courses. Recreation education shows increased student interest.

Physical Sciences. Physical sciences show a definite leveling in day enrollments and decreases in the evening. When expanded enrollments for the District are considered for 1974, this area appears not to be keeping pace.

Social Sciences. Even though day WSCH in the District in social sciences were up slightly in 1974, they did not reach the number generated in 1971. However, evening WSCH show an increase for 1974. It appears that at Cañada the number of sections offered increased between 1969 and 1973 but the social science enrollments showed a decline for this period.

Occupationally Related Courses. Planning staff members met with the occupational deans of the three colleges. During the meeting the deans identified courses and/or programs that were primarily occupationally related. There was difficulty in identifying whether or not some programs were occupationally related because some courses were offered for both the certificate and the degree student. Thus, there was not total agreement by the deans whether dual purpose courses should be counted. On the data processing printout some courses are not clearly identified as being occupational; e.g., emergency medical technician is identified on the printout as health education 40.

Exhibit G illustrates the number of WSCH generated in occupationally related courses and/or programs compared to the total WSCH generated for all courses offered.[1] The WSCH are shown by college and by the District totals. Examination indicates that in 1974, 59,199 WSCH in occupationally related courses are generated by CSM. This is 63.0 percent of the total WSCH generated in occupationally related courses. By comparing the percent of evening WSCH in occupationally related courses to the total WSCH generated in all evening courses, one can see that 48.9 percent of the hours generated are occupationally related; for the day WSCH this is true for a little over one fourth (28.3%) of the hours generated. For the total day and evening District WSCH, about one third (34.0%) are generated in occupationally related courses. The greatest percent difference between day and evening occurs at Cañada in which about 20 percent of the day enrollments and over 45 percent of the evening enrollments are in occupationally related courses.

Exhibit H arranges occupationally related courses by occupational cluster. Review shows:

- All colleges generated between one third and one half of their occupationally related WSCH in the business cluster.
- Cooperative education is a larger program at Skyline than at either Canada or CSM.
- Most of the health occupations WSCH are generated at CSM in the dental assistant and nursing programs. Skyline does offer a respiratory therapy program which generates nearly one fourth of the WSCH for District health occupations. Skyline also offers an emergency medical technician program.
- The engineering and related programs are predominantly offered at CSM.
- All colleges offer some courses in the home economics and related area. The largest program is offered at Cañada.

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[1] The occupational WSCH is slightly understated because some occupational courses were not identifiable on the printouts. This appears to be particularly true at Cañada in which several courses are reported in social sciences.

- Public and personal services courses are offered at all colleges. Administration of justice and cosmetology account for most of the WSCH in public and personal services. Over 15 percent of the WSCH for occupationally related courses are in public and personal services.

- Technology is an occupationally related cluster that generates a high number of WSCH. This is second only to the business cluster. The technology cluster generates about 18 percent of the total occupationally related WSCH. Over 90 percent of the WSCH from the technology cluster are generated at CSM.

Experimental Courses

Experimental courses are courses that are usually offered on a one time or pilot basis and have not yet proceeded through the formal curriculum approval channels.

Exhibit I shows by college and the District the departmental areas and the number of experimental courses offered during Fall 1973. CSM offered more experimental courses (42) than both of the other colleges combined. Over 75 percent of the experimental courses in the District in Fall 1973 were offered at CSM. At CSM over 5 percent of the total courses offered were experimental.

Conclusions and Implications for Planning Considerations

There is an upsurge in enrollments in 1974. A substantial portion of this is no doubt due to worsening economic conditions and high unemployment. Therefore, those involved in planning should consider the data from the three selected time periods and the supplemental data for 1974 in this light.

- Day course enrollments declined by over 8 percent between 1969 and 1973. What are the implications of an increase of almost 20 percent in the number of courses offered during the day when enrollments are declining?

- The number of evening sections increased by over 40 percent at the same time that the number of evening course enrollments increased by 20 percent. Does this have implications for staffing patterns?
- With the continued increase in evening course enrollments at the colleges, should evening class hours be expanded to begin earlier or extended until later hours? Should weekend classes be considered?
- Some disciplines are expanding and some are decreasing. What implications does this have for staffing and program development?
- There is an unequal array and distribution of occupationally related courses/programs. CSM generates over 60 percent of the occupationally related WSCH and issues over 40 percent of the occupational certificates. Is this a planned curriculum structure? What guidelines need to be developed for future occupational program expansion?
- There was difficulty identifying some occupationally related courses. Should guidelines or an informational system be developed for more certain and consistent identification of dual purpose courses?
- Experimental or pilot courses are offered at all three colleges. Should program guidelines be developed which include some considerations for these experimental courses?

These programmatic planning implications and considerations should be reviewed by the District, the DMPC, and the various college committees involved with the current planning effort at various stages of the master plan development.

The management information system should be integrated and include ongoing data summarized by discipline/division for number of courses, sections, class enrollments, and WSCH for each semester so that this information can be used by divisional/department chairpersons for planning, staff development, recruitment, and decision making.

Exhibit A

COMPARISONS OF DISTRICT ENROLLMENT PATTERNS
1969 - 1973

	1969	1973	Change
(1) Total District Day Course Enrollments	59,589	54,563	-5,026
Percent Change			-8.4%
(2) Total District Evening Course Enrollments	16,677	20,105	3,428
Percent Change			20.6%
(3) Total District Day and Evening Course Enrollments	76,266	74,668	-1,598
Percent Change			-2.1%

Source: Compiled from District data processing printouts, "Enrollment by Department - Census Week" Fall 1973 by District Planning Staff, January 1975.

Exhibit B

COMPARISON OF DISTRICT ENROLLMENT PATTERNS BY SECTION, 1973

	Number of Sections	Average Enrollment per Section	WSCH[1/] per Section
Cañada			
Day	593	22.0	67.8
Evening	198	27.7	78.8
CSM			
Day	1,089	27.4	98.5
Evening	351	29.4	103.3
Skyline			
Day	447	26.3	87.6
Evening	149	28.9	87.2
District			
Day	2,129	25.6	87.6
Evening	698	28.8	92.9

1/ Weekly Student Contact Hours.

Source: Compiled from District data processing printouts, "Enrollment by Department - Census Week" Fall 1973 by District Planning Staff, January 1975.

Exhibit C-1

DISTRICT COMPARISONS OF COURSE AND ENROLLMENT PATTERNS, 1969-73

	Totals by Year			Change 1969-73	
	1969	1971	1973	Number	Percent
1. Total Number of Courses					
Day	1,033	1,148	1,237	204	19.8%
Evening	378	437	541	163	43.1
2. Total Number of Sections					
Day	2,076	2,155	2,129	53	2.6
Evening	493	579	698	205	41.6
3. Total Course Enrollment					
Day	59,589	60,106	54,563	-5,026	-8.4
Evening	16,677	17,783	20,105	3,428	20.6
4. Total WSCH1/					
Day	n.a.	194,830	186,905	-7,925*	-4.1*
Evening	n.a.	55,957	64,848	8,891*	15.9*

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*Change between 1971 and 1973.

1/ Weekly Student Contact Hours.

Source: Compiled from District data processing printouts, "Enrollment by Department - Census Week" Fall 1969, 71, 73 by District Planning Staff, January 1975.

Exhibit C-2

COMPARISON OF COURSE AND ENROLLMENT
CAÑADA COLLEGE

	Totals by Year			Change 1969-73	
	1969	1971	1973	Number	Percent
1. Total Number of Courses					
Day	287	322	387	100	34.8%
Evening	77	114	163	86	111.7
2. Total Number of Sections					
Day	496	586	593	97	19.6
Evening	102	157	198	96	94.1
3. Total Course Enrollment					
Day	13,961	15,296	13,030	-931	-6.7
Evening	3,327	4,543	5,484	2,157	64.8
4. Total WSCH					
Day	41,551	43,159	40,207	-1,344	-3.2
Evening	10,403	12,640	15,596	5,193	49.9

Source: Compiled from District data processing printouts, "Enrollment by Department - Census Week" by District Planning Staff, January 1975.

Exhibit C-3

COMPARISON OF COURSE AND ENROLLMENT
CSM COLLEGE

	Totals by Year			Change 1969-73	
	1969	1971	1973	Number	Percent
1. Total Number of Courses					
Day	537	561	557	20	3.7%
Evening	233	223	247	41	6.0
2. Total Number of Sections					
Day	1,248	1,162	1,089	-159	-12.7
Evening	315	299	351	36	11.4
3. Total Course Enrollment					
Day	37,031	33,691	29,791	-7,240	-19.6
Evening	11,093	9,849	10,315	-778	-7.0
4. Total WSCH					
Day	n.a.	116,114	107,537	-8,577*	-7.4*
Evening	n.a.	32,823	36,266	3,443*	10.5*

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*Change between 1971 and 1973.

Source: Compiled from District data processing printouts, "Enrollment by Department - Census Week" by District Planning Staff, January 1975.

Exhibit C-4

COMPARISON OF COURSE AND ENROLLMENT
SKYLINE COLLEGE

	Totals by Year			Change 1969-73	
	1969	1971	1973	Number	Percent
1. Total Number of Courses					
Day	209	265	293	84	40.2%
Evening	68	101	131	63	92.6
2. Total Number of Sections					
Day	332	407	447	115	34.6
Evening	76	123	149	73	96.0
3. Total Course Enrollment					
Day	8,597	11,119	11,742	3,145	36.6
Evening	2,257	3,391	4,306	2,049	90.8
4. Total WSCH					
Day	27,270	35,557	39,161	11,891	43.6
Evening	7,195	10,494	12,986	5,791	80.5

Source: Compiled from District data processing printouts, "Enrollment by Department - Census Week" by District Planning Staff, January 1975.

Exhibit D

COMPARISON OF COURSE ENROLLMENTS AND WSCH 1/ BY COLLEGE, FALL 1973 AND FALL 1974

College	Course Enrollment 1973	Course Enrollment 1974	Course Enrollment Percent Change	WSCH 1/ 1973	WSCH 1/ 1974	WSCH 1/ Percent Change
Cañada						
Day	13,030	13,819	6.1%	40,207	41,840	4.1%
Evening	5,484	5,514	0.5	15,596	15,530	-0.4
CSM						
Day	29,791	32,151	7.9	107,537	108,326	0.7
Evening	10,315	11,357	10.1	36,266	37,802	4.2
Skyline						
Day	11,742	13,049	11.1	39,161	45,598	16.4
Evening	4,306	5,960	38.4	12,986	18,142	39.7
District						
Day	54,563	59,019	8.2	186,905	195,764	4.7
Evening	20,105	22,831	13.6	64,848	71,474	10.2
District TOTAL	74,668	81,850	9.6	251,753	267,238	6.2

1/ Weekly Student Contact Hours.

Source: Compiled from District data processing printouts, "Enrollment by Department - Census Week" Fall 1973, 1974 by District Planning Staff, January 1975.

Exhibit E

COMPARISON OF THE PERCENT OF TOTAL COURSE ENROLLMENTS AND WSCH[1/] GENERATED DURING EVENING COURSES (FALL)

	Course Enrollments		WSCH[1/]	
	1973	1974	1973	1974
Cañada				
Total Number Day and Evening	18,514	19,333	55,803	57,370
Percent Evening	29.6%	28.5%	27.9%	27.1%
CSM				
Total Number Day and Evening	40,106	43,508	143,803	146,128
Percent Evening	25.7%	26.1%	25.2%	25.9%
Skyline				
Total Number Day and Evening	16,048	19,009	52,147	63,740
Percent Evening	26.8%	31.4%	24.9%	28.5%
District				
Total Number Day and Evening	74,668	81,850	251,753	267,238
Percent Evening	26.9%	27.9%	25.8%	26.7%

[1/] Weekly Student Contact Hours.

Source: Compiled from District data processing printouts, "Enrollment by Department - Census Week" Fall 1973, 1974 by District Planning Staff, January 1975.

Exhibit F

COMPARISON OF PERCENT OF WSCH GENERATED BY DEPARTMENT/DIVISION, FALL 1973[1]

Department/Division	Cañada	CSM	Skyline	District
Day	N=40,207	N=107,537	N=39,161	N=186,905
Evening	N=15,596	N=36,266	N=12,986	N=64,848
Business				
Day	11.8%	11.6%	11.8%	11.7%
Evening	38.2	28.9	22.5	29.9
Total	19.2	16.0	14.5	16.4
English				
Day	14.8	9.8	14.4	11.9
Evening	7.5	4.3	7.6	5.7
Total	12.8	8.4	12.7	10.3
Ethnic Studies				
Day	--	0.6	--	0.3
Evening	--	0.4	--	0.2
Total	--	0.5	--	0.3
Fine Arts				
Day	14.9	10.2	13.4	11.9
Evening	10.8	10.6	19.2	12.4
Total	13.8	10.3	14.7	12.0
Foreign Language				
Day	3.3	2.3	1.9	2.4
Evening	7.4	5.2	4.7	5.6
Total	4.5	3.0	2.6	3.2
Health Occupations[2]				
Day	--	4.1	--	2.4
Evening	--	--	--	--
Total	--	3.1	--	1.8
Life Science				
Day	8.4	8.5	9.6	8.7
Evening	4.1	3.7	5.6	4.2
Total	7.2	7.3	8.6	7.5

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[1] Does not include experimental courses.

[2] Health Occupations are included in Life Sciences at Cañada and Skyline.

Exhibit F (Cont'd.)

Department/Division	Cañada	CSM	Skyline	District
Math/Engineering				
Day	4.9%	6.5%	4.7%	5.8%
Evening	3.9	3.9	3.8	3.9
Total	4.6	5.9	4.5	5.3
P.E. and Recreation				
Day	8.7	7.6	11.9	8.7
Evening	3.8	2.0	1.5	2.3
Total	7.4	6.2	9.3	7.1
Physical Science				
Day	7.5	7.3	9.7	7.8
Evening	2.5	3.2	7.0	3.8
Total	6.1	6.2	9.1	6.8
Social Science				
Day	24.4	19.2	18.1	20.0
Evening	20.5	21.3	20.9	21.0
Total	23.3	19.7	18.7	20.3
Technician				
Day	--	10.0	--	5.6
Evening	0.9	15.9	--	9.1
Total	0.2	11.5	--	6.6
Learning Resources				
Day	--	0.7	--	0.4
Evening	--	0.6	--	0.3
Total	--	0.7	--	0.4
Additional Courses[3]				
Day	1.2	1.6	4.7	2.3
Evening	0.5	0.1	7.4	1.6
Total	1.0	1.2	5.4	2.2
Totals				
Day	99.9%[4]	100.0%	100.2%	99.9%
Evening	100.1	100.1	100.2	100.0
Total	100.1	100.2	100.1	100.2

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[3] Includes classes for deaf, cooperative education.

[4] Totals may not add to 100.0% due to rounding.

Source: Data processing printout, "Enrollment by Department--Census Week," Fall 1973.

Exhibit G

WSCH[1] GENERATED BY OCCUPATIONALLY RELATED COURSES AND/OR PROGRAMS

	Number of WSCH[1] in Occupational Programs/Courses	Percent of Total WSCH[1] in all Programs/Courses
Cañada		
Day	8,650	20.7%
Evening	7,009	47.1
TOTAL	15,659	27.7%
CSM		
Day	36,017	31.6
Evening	23,182	54.8
TOTAL	59,199	37.9%
Skyline		
Day	11,781	26.9
Evening	7,275	37.4
TOTAL	19,056	30.1%
District		
Day	56,448	28.3
Evening	37,466	48.9
TOTAL	93,914	34.0%

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[1] Weekly Student Contact Hours.

Source: Data processing printout, "Enrollment by Department" September 20, 1974.

Exhibit H

WSCH1/ IN OCCUPATIONALLY RELATED COURSES AND PROGRAMS, BY COLLEGE (PRELIMINARY FALL 1974)

Occupational Cluster	Cañada	CSM	Skyline	District Totals
1.0 Agriculture and Related				
1.1 Horticulture				
Day	147	966	--	1,113
Evening	159	555	--	714
Total Day and Evening	306	1,521	--	1,827
2.0 Business and Related				
2.1 Business				
Day	3,492	6,922	4,273	14,687
Evening	2,880	7,954	3,477	14,311
2.2 Business Administration				
Day	729	1,824	--	2,553
Evening	643	1,011	--	1,654
2.3 Data Processing				
Day	--	1,320	10	1,330
Evening	--	1,292	168	1,460
2.4 Management				
Day	42	--	--	42
Evening	1,035	1,176	1,371	3,582
Total Day	4,263	10,066	4,283	18,612
Total Evening	4,558	11,433	5,016	21,007
Total Day and Evening	8,821	21,499	9,299	39,619
3.0 Cooperative Education				
Day	312	567	1,274	2,153
Evening	--	126	314	440
Total Day and Evening	312	693	1,588	2,593

1/ Weekly Student Contact Hours.

Occupational Cluster	Cañada	CSM	Skyline	District Totals
4.0 Health Occupations				
4.1 Dental Assistant				
Day	--	1,214	--	1,214
Evening	--	8	--	8
4.2 Emergency Medical Technician				
Day	--	--	480	480
Evening	--	--	195	195
4.3 Medical Assistant				
Day	--	54	--	54
Evening	--	--	--	--
4.4 Mental Health Assistant				
Day	39	--	--	39
Evening	--	--	--	--
4.5 Nursing (AA)				
Day	--	2,777	--	2,777
Evening	--	8	--	8
4.6 Nursing (Vocational)				
Day	--	550	--	550
Evening	--	--	--	--
4.7 Radiologic Technician				
Day	790	--	--	790
Evening	--	--	--	--
4.8 Respiratory Therapy				
Day	--	--	1,495	1,495
Evening	--	--	195	195
Total Day	829	4,595	1,975	7,399
Total Evening	--	16	390	406
Total Day and Evening	829	4,611	2,365	7,805
5.0 Engineering and Related				
5.1 Drafting				
Day	--	1,563	--	1,563
Evening	159	528	--	687
5.2 Engineering				
Day	157	859	--	1,016
Evening	48	107	--	155
5.3 Environmental Technology				
Day	303	--	--	303
Evening	54	--	--	54

Occupational Cluster	Cañada	CSM	Skyline	District Totals
5.0 Engineering and Related (Cont'd)				
5.4 Research and Development and Statistics				
Day	78	—	—	78
Evening	—	63	—	63
5.5 Technical Art/Graphics				
Day	—	946	—	946
Evening	—	115	—	115
Total Day	538	3,368	—	3,906
Total Evening	261	813	—	1,074
Total Day and Evening	799	4,181	—	4,980
6.0 Home Economics and Related				
6.1 Food Technology and Management				
Day	1,021	—	—	1,021
Evening	201	—	—	201
6.2 Home Economics				
Day	588	1,035	705	2,328
Evening	609	457	670	1,736
6.3 Interior Design				
Day	272	—	—	272
Evening	156	—	—	156
Total Day	1,881	1,035	705	3,621
Total Evening	966	457	670	2,093
Total Day and Evening	2,847	1,492	1,375	5,714
7.0 Personal Services and Related				
7.1 Administration of Justice				
Day	471	2,055	687	3,213
Evening	327	1,481	366	2,174
7.2 Cosmetology				
Day	—	2,217	1,978	4,195
Evening	—	252	87	339
7.3 Fire Science				
Day	—	272	—	272
Evening	—	774	—	774
7.4 Library Technology				
Day	—	—	—	—
Evening	—	341	—	341

Occupational Cluster	Cañada	CSM	Skyline	District Totals
7.0 Personal Services and Related (Cont'd)				
7.5 Nursery School Assistant				
Day	69	—	—	69
Evening	198	—	—	198
7.6 Telecommunications				
Day	—	1,348	—	1,348
Evening	—	1,495	—	1,495
7.7 Tourism				
Day	140	—	—	140
Evening	402	—	—	402
Total Day	680	5,892	2,665	9,237
Total Evening	927	4,343	453	5,723
Total Day and Evening	1,607	10,235	3,118	14,960
8.0 Technology				
8.1 Aeronautics				
Day	—	3,383	879	4,262
Evening	—	1,292	303	1,595
8.2 Electronics				
Day	—	3,989	—	3,989
Evening	138	1,357	—	1,495
8.3 Machine Tool				
Day	—	885	—	885
Evening	—	270	—	270
8.4 Welding				
Day	—	618	—	618
Evening	—	192	—	192
8.5 Technology				
Day	—	653	—	653
Evening	—	112	—	112
8.6 Trade and Industry (Apprenticeship)				
Day	—	—	—	—
Evening	—	2,216	129	2,345
Total Day	—	9,528	879	10,407
Total Evening	138	5,439	432	6,009
Total Day and Evening	138	14,967	1,311	16,416

Occupational Cluster	Cañada	CSM	Skyline	District Totals
TOTAL - All Occupational Areas				
Total Day	8,650	36,017	11,781	56,448
Total Evening	7,009	23,182	7,275	37,466
Total Day and Evening	15,659	59,199	19,056	93,914
Percent Total Occupational Area	16.7%	63.0%	20.3%	100.0%

Source: Data processing printouts, "Enrollment by Department," September 20, 1974.

Exhibit I

NUMBER OF EXPERIMENTAL COURSES OFFERED BY COLLEGE DEPARTMENT, FALL 1973[1]

	Cañada	CSM		Skyline	District	
Departmental Groups	Day	Day	Evening	Day	Day	Evening
Business	--	2	4	--	2	4
English	--	4	--	--	4	--
Foreign Language	--	--	--	--	--	--
Ethnic Studies	--	--	--	--	--	--
Fine Arts	6	3	4	1	10	4
Health Occupations	--	--	--	--	--	--
Life Science	--	2	--	2	4	--
Math/Engineering	--	2	1	1	3	1
P.E. - Recreation	--	5	--	--	5	--
Physical Science	--	1	--	--	1	--
Social Science	2	9	5	1	12	5
Technician	--	--	--	--	--	--
Learning Resources	--	--	--	--	--	--
Total Experimental	8	28	14	5	41	14
Percent of Total Regular Courses Offered						
Day	2.1%	5.0%		1.7%	3.3%	
Evening			5.7%			2.6%

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[1] Experimental courses are listed as #48 courses in the printouts.

Source: Compiled from data processing printouts, "Enrollments by Department - Census Week," Fall 1973.

Technical Report

Number 11

SMCCD LEARNING RESOURCES

SMCCD LEARNING RESOURCES

Introduction

Community colleges constitute one of the most diverse and dynamic institutions in higher education. The diversity of present student bodies is overwhelming--from non-high school graduates to advanced degree holders, from the first-time student to the returning student. Students are attending community college in quest both for full-scope programs leading to occupational preparation or higher education transfer requirements and for partial programs for occupational retraining needs and/or general interest needs. As noted in "Guidelines for Two-Year Learning Resources Programs," March 1972, a statement for describing adequate learning resources and services has been difficult to formulate for community colleges because of the widely diversified purposes and sizes of these institutions. Many elements contribute to the development of two-year college students such as teaching methods, facilities, resources, educational philosophy, and finances. The design of the instructional system, utilizing a configuration of resources is a joint responsibility of administration, teaching faculty, and learning resources efforts.

As part of the San Mateo Community College District's (SMCCD or District) planning effort, several technical reports have been developed. The information provided in this report is supplemental to the educational program development report. To meet the needs of the District and colleges, learning resources are provided. For the purpose of this report, learning resources include library services and media center services. As a part of an ongoing planning process, it is necessary to develop a description of what exists and to know to what extent learning resources are provided for student and faculty use, the variety of material and equipment used, and the involvement of the teaching faculty in the selection and evaluation of learning resource materials.

Data Collection

Information in this report was collected on a survey instrument. In addition, personal interviews were held with the following types or people: head librarians, media center chairpersons and coordinators, associate and assistant deans. A partial list of persons interviewed appears in Appendix A.

One college had conducted a student survey of library services. This survey was used to compile data for the report. Other data sources appear in Appendix B.

Summary of Findings

The information obtained from the survey instruments provided the base for the description of learning resource services at SMCCD. The instruments were completed for data that were available. For those wishing to have fuller information, detailed responses may be found in Appendix C where composite responses from the colleges are tabulated. College of San Mateo and Skyline College combined their responses on one instrument. At Cañada College, library services responded separately from the media center services.

General findings from the instruments and personal interviews are summarized below.

1. By analyzing learning resources services it was determined that all libraries offer complete library services. They are open for student and faculty use both day and evening Monday through Thursday and until late afternoon on Fridays. Two facilities are open Saturday mornings and the other facility is open Sunday afternoon. One library closes daily from 4:30 to 6:00 P.M. Generally, service hours for the media centers are the same as the library hours; however, at one college the media center opens slightly later in the morning and does not open Sunday afternoon.

2. All SMCCD learning resource centers are available to all District students and faculty. One college offers full loan privileges to any adult San Mateo County resident. Another offers community residents use of facilities but loan privileges are based on special permission; and the third college offers community members on-campus facility use only of media center materials with no off-campus loan privileges.

3. All colleges offer additional learning resource services such as reading laboratories, computer laboratories, career centers, and tutorial services but their maintenance is primarily the responsibility of the separate college divisions in which they are located. An exception to this pattern is Skyline College which maintains computer terminals as part of its learning resources center. Skyline also offers a social science project laboratory. Students who wish to enhance course projects through various kinds of media may enroll in the project course. Open-entry/open-exit access is provided and students may use equipment at their convenience both on and off campus if prior arrangement is made.

4. The colleges maintain a wide variety of media equipment including recorders, projection equipment, television and camera equipment, preview rooms, darkroom facilities, media combination kits, and audio/visual student carrels (see Appendix C-1 and C-2 for detailed listing). Generally, all resources are available for student and faculty use at centers; however, policies regarding off-campus use of media hardware vary among the colleges.

5. Two colleges reported having a formal system for updating holdings. The responsibility for reviewing this system was delegated to the head librarian and division chairmen. The other college reported no formal system for keeping holdings current. One college reported that faculty members participated in the review of the updating process. No students participated in the updating process at any of the colleges.

6. Although one college did report the exchange of accession lists among the colleges within the District, there did not appear to be a coordinated system for exchanging information regarding the availability of materials.

7. All colleges maintain a traffic count of students using the learning resource facilities; however, no separate count for faculty use of facilities is maintained at any of the colleges.

8. All colleges reported a formal system for budget allocations to be broken out by major budget categories. Input into budget allocations for learning resources materials allows for requests from division/department chairpersons, administrators, faculty, and learning resources heads. Input from students was reported by one college. Priorities for allocations are established at all colleges by the learning resources directors and by the number of formal requests from faculty; however, historical patterns of allocations appear to provide the base for future allocations instead of an assessment of changing programs and student patterns.

9. Although one college is in the process of formulating a learning resources advisory committee, such committees do not presently exist at the other colleges.

10. When data comparing enrollments of the three colleges with library student traffic count were analyzed, it appeared that one college had a much lower proportionate traffic count than the others. Follow-up interviews at that college suggest that low traffic may be due to two factors: difficulty of access because of location and lack of an inviting student learning environment.

11. Learning resource services are not administered in the same manner. Two colleges have a central administrator responsible for coordinating all resource services. The other college has an administrator of library services and an administrator of the media center, both reporting to the dean of instruction.

Planning Implications

Findings related to learning resources outlined in this report raise a number of planning issues.

1. Although attempts are made to fill all requests for materials, historical patterns of budget allocation appear to provide

the basis for future budget allocations. It does not appear that a preplanning assessment based on program changes and changing patterns of student usage occurs prior to budget development.

2. In light of the diverse purposes and functions of the community college, learning resources advisory committees composed of faculty and students are important for the ongoing evaluation and extension of the types of learning resource services to be provided. Such a committee can function as a formalized body for updating holdings, developing allocation guides, and serving as the coordinating link to the faculty and student body as a whole.

3. Although traffic counts are kept at each college, no separate reporting of faculty use of the learning resources centers are maintained. This type of information could be used to plan for services that meet various faculty needs. However, to keep only a traffic count with no follow up or analysis will do little to assist in planning resource services.

4. Possibilities for additional inter- and intradistrict coordination should be investigated both at the professional and classified staff level in order to more effectively utilize all resources. This may become increasingly necessary as SB6 imposes more fiscal restraints.

5. In light of changing student populations, the need to assess currency of materials and services of learning resource centers becomes more pressing. To meet this demand, one of the colleges has begun a yearly student assessment of services.

6. When library services and media services have separate administrations, additional care must be exercised to coordinate the entire resource service system. However,

regardless of the administrative pattern, ongoing assessment of the balance of acquisitions, library and media, is necessary if resource services are to be prescribed according to changing demands.

7. Although each of the colleges reported a variety of additional learning resource services maintained by separate college divisions/departments, there appeared to be minimal efforts to coordinate such services or develop coordinated instructional systems. Combining resources such as automated slide-sound tapes, computer-assisted instruction modules, individualized media activity packages, and other technical resources serves to strengthen the teaching process.[1]

Conclusions and Recommendations

1. In light of library student traffic count reports at Cañada College, a task force should be formed to investigate ways to increase student usage.
2. A general concern in the future may be a system for the coordinated exchange of resource information regarding the availability of particular materials or acquisitions throughout the District.
3. Further assessment of the allocation system should be instituted to evaluate its currency in relation to changing programs and student patterns to insure a balance of resources between library and media.

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[1] R. L. Bennett, "Increasing the Effectiveness of Community College Educational Programs Through the Use of Coordinated Instruction Systems." Presented by the California Junior College Association in Cooperation with the California Community Colleges, Office of the Chancellor.

Relationship to Proposed District Mission Statement and Goals

One of the proposed goals of the District is to:

- ". . . be responsive to all segments of the community . . ." The learning resource centers (library and media) are open both day and evening for on-campus facility use to all residents of San Mateo County. Loan privileges vary between the colleges from full loan privileges for only adult community members to no loan privileges for non-SMCCD students or employees. To better meet the above goal extending off-campus loan privileges at all the colleges to the San Mateo community at large should be investigated.
- ". . . provide program flexibility through a variety of methods of instruction . . ." The media centers within the District do enhance the variety of instruction methods offered but it appears that efforts to coordinate other services throughout the colleges should be investigated.
- ". . . assure accessibility of college programs to all, including those who are physically handicapped . . ." Investigation of learning resources that would meet the needs of the physically handicapped, e.g., blind and deaf, should be pursued in order to meet this goal.
- ". . . community involvement in program initiation and development . . ." The library assistant certificate program at the College of San Mateo has an advisory committee comprised of community professionals in the learning resources field who provide input and suggest recommendations for the program. Additional community involvement in other areas of learning resource services would enhance the ability of the District to meet this goal.
- ". . . provide planning and multiple evaluation systems, including the ongoing assessment of programs in comparison with needs, (and) with input from those affected . . ."

The data contained in this report indicates that only one college has sought a student assessment of their services and none of the colleges keeps records of faculty traffic within the learning resources centers. It also appears that no preplanning assessment based on program changes and changing patterns of student usage occurs prior to budget development. Investigation into an assessment of student and faculty usage and changing program needs of the library would meet this goal.

Appendix A

LEARNING RESOURCE DIRECTORS

Florence M. Chan
Chairman
Library Services
Cañada College

Pasquale S. D'Epiro
Chairman
Audio Visual Services
Cañada College

J. Win Smith
Associate Dean of Instruction
Learning Resources
College of San Mateo

John B. Dooley
Assistant Dean of Instruction
Library Services
College of San Mateo

Ronald F. Trugman
Director of Instructional Development
College of San Mateo

William P. Stanley
Head Librarian
Skyline College

Robert Beggs
Media Librarian
Skyline College

Appendix B

MATERIALS REVIEWED FOR THE LEARNING RESOURCES REPORT

Application for Accreditation, Cañada College, Redwood City, California. Submitted to the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges, October 1972.

Application for Accreditation, College of San Mateo, San Mateo, California. Submitted to the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges, October 1972.

Application for Accreditation, Skyline College, San Bruno, California. Submitted to the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges, October 1973.

Fulton, W. R. "Criteria Relating to Educational Media Programs in Colleges and Universities," University of Oklahoma, Norman, Oklahoma.

Fulton, W. R. "Evaluative Checklist - An Instrument for Self-Evaluating an Educational Media Program in School Systems," University of Oklahoma, Norman, Oklahoma.

"Guidelines for Two-Year College Learning Resources Programs," American Library Association (Association of College and Research Libraries), American Association of Community and Junior Colleges, Association for Educational Communications and Technology, January 1973.

"Guidelines for a Nonprint Materials Core in a Learning Resource Program," California Community Colleges, Office of the Chancellor, September 1973.

"Increasing the Effectiveness of Community College Educational Programs Through the Use of Coordinated Instruction Systems." Presented by the California Junior College Association in Cooperation with the California Community Colleges, Office of the Chancellor. Prepared by R. L. Bennett.

Appendix C-1

SMCCD LEARNING RESOURCES SURVEY

RESPONSES FROM CAÑADA COLLEGE
LIBRARY (Lib) AND MEDIA CENTER (MC)

1a. What hours is the library/learning resource center open?

	Monday-Thursday	Friday	Saturday	Sunday
Lib Hours	8:00 am-4:30 pm 6:00 pm-9:00 pm	8:00 am-4:30 pm	8:00 am-1:00 pm	Closed
MC Hours	8:00 am-4:30 pm 6:30 pm-9:30 pm	8:00 am-4:30 pm	8:00 am-1:00 pm	Closed

1b. Do some areas of the library/learning resource center operate on different time schedules? Yes____ No (Lib), (MC)

If yes, explain:____

2. What is the number and composition of your library/resource center staff? (Please include both full- and part-time professionals, classified employees, and student help.)

Position	Number Full-time		Number Part-time	
	Lib	MC	Lib	MC
Professionals	1	1	2	-
Classfied	2	3	1	-
Students	-	-	8	17

3. What type of professional and/or support staff is available? (e.g., equipment operators, reference assistance, etc.)

Type	Number		Time Available	
	Lib	MC	Lib	MC
Reference	2	1	100%	50%
Media Specialist		1		100%
Equipment Operators		10		90%

4. How many student stations are in the library/resource center?

a. in contained meeting/classroom space:

	Number	Capacity
Lib	1	7
MC	2	46

4. b. in general open space:

	Number		Capacity	
	Lib	MC	Lib	MC
table stations	98	12	98	48
student carrels	80	2	80	2
student carrels w/audio	--	16	--	16
student carrels w/video	--	--	--	--
student carrels w/audio and video	--	2	--	2
other (specify):	--	--	--	--
Total	178	32	178	68

5. a. Are there other library/resource center facilities on campus? (e.g., is there a separate division library for student use?)

Yes __X__ No_____

b. If yes, fill in the following:

Place	Type of Holdings/Equipment (specify)	Number
Reading Lab	Readers, software	N.A.

c. If yes, who is responsible for maintaining this facility? (If more than one facility, specify the responsible person for each.)

Check those appropriate:

_____ librarian

_____ division chairman

__X__ other - English Division

6. Specify the type and total number of your holdings.

36,700	volumes	2,000	slides
532	periodicals	2,200	phonodiscs
1,675	reference books		other (specify)
1,645	microfiche	1,100	pamphlets
[1]	films	100	media kits
3,000	tapes and cassettes	100	filmstrips

---

[1] No holdings of their own, use CSM films and rent from various sources.

7. What percent of the above holdings are in the following categories?

	Volumes Lib	Periodicals	Microfiche	Films	Tapes MC	Slides	Phonodiscs MC	Other (specify)
English/Foreign Languages/Fine Arts	28.3%				55%		60%	
Science and Math	14.1%				Division orders and keeps own materials			
Social Sciences	46.1%				35%		20%	
Vocational/Technical								
General					5%		10%	
Supplementary					5%		10%	
Reference	46.6%							

8. What percent of your current acquisitions are in?

	Volumes	Periodicals	Microfiche	Films	Tapes MC	Slides	Phonodiscs MC	Other (specify)
English/Foreign Languages/Fine Arts	N.A.				60%		60%	
Science and Math	N.A.				Division orders and keeps own materials			
Social Sciences	N.A.				30%		30%	
Vocational/Technical								
General					5%		5%	
Supplementary					5%		5%	

9a. List the equipment available for student and faculty use.

	Use in Library/Resource Center Only				Can be Checked Out			
	Student		Faculty		Student		Faculty	
	Lib	MC	Lib	MC	Lib	MC	Lib	MC
I Tape recorders:								
cassette		x		x		x		x
reel to reel		x		x				x
microfiche reader	x		x				spec request	
video tape recorder		x		x				x
microfilm reader	x		x					
II Projectors:								
movie		x		x				x
slide		x		x				x
filmstrip		x		x				x
opaque		x		x				x
overhead		x		x				x
projection screens		x		x				x
III TV monitors		x		x				x
microphones		x		x				x
cameras (specify type)								
IV Typewriters (coin operated)	x							
Calculators								
Preview rooms		x		x				
Darkroom facilities								
V Media combination kits		x		x				x
Speed reading machine								
Carrels: audio		x		x				
visual		x		x				
A-V		x		x				
recording		x		x				

b. Do you have any records of student use for the above equipment?

Yes X No____

Note: All the above media center equipment can be checked out by students for use in class with permission of the instructor.

10a. Do you have a formal system for updating or keeping your holdings current? Yes Lib No MC

b. If yes, who reviews this system?

	For Currency	For Discard
Head librarian	x	
Division chairman	x	
Department chairman		
Students		
Other (specify): Faculty	x	

11a. Is the system for accessioning the same on each campus? (check one)
Same Lib Different ____ Don't know MC

b. If different, describe:____

12a. Does your campus exchange catalog cards with the other District campuses? Yes____ No Lib, MC

b. If yes, which campuses? Cañada____ CSM____ Skyline____

c. Do you exchange catalog cards with other libraries? Yes____ No Lib, MC

d. If yes, specify:____

13a. Do you keep a traffic count of students? Yes Lib MC No____
faculty? Yes____ No Lib, MC

b. If yes, what is your average weekly count for students? Lib 327 - MC 560
faculty? Not counted

14a. Check as appropriate the items available for student checkout.

	2-hour	24-hour	1 week	2 weeks	1 month	Other (specify)
Books (Lib)				x		
Tapes (MC)			x			
Microfiche						
Periodicals (Lib)		x				
Cameras						
Tape recorders(MC)			x			
Record players(MC)		x				
Microfiche readers (Lib)						weekends
Other (specify)						
Reserve book(Lib)						varies
Reference book (Lib)						overnight
Records (MC)			x			

14b. Check as appropriate the items available for faculty checkout.

	2-hour	24-hour	1 week	2 weeks	1 month	Other (specify)	
Books (Lib)						X	1/
Tapes (MC)						X	1/
Microfiche						X	1/
Periodicals (Lib)						X	1/
Cameras (MC)						X	1/
Tape recorders(MC)						X	1/
Record players(MC)						X	1/
Microfiche readers							
Records (MC)						X	1/
Maps (Lib)						by request	
Globes (Lib)						by request	
Reference books (Lib)						classroom use	

15a. May others use the library besides your campus students and faculty?

Lib
Yes MC No____

b. If yes, specify who and any loan procedure changes. (e.g., other SMCCD student--for a 24-hour period)

All SMCCD students have full library and MC privileges. Community members may use the library and MC services only on campus--no loan privileges.

16a. Do you have copy services for your uses? Yes x No____

b. If yes, what type? (e.g., paper, microfiche) Lib - Paper, microfilm
MC - Cassette

c. What is the cost for each different type? Lib - 4¢ pg. paper, 10¢ sheet microfilm
MC - No charge

17a. Do you have a formal system for allocating your budget? Yes x No___

b. What portion of your budget is allocated for:

volumes	Lib	MC
volumes	N.A.	--
tape, films, microfiche[2]	--	14%
hardware and repair	--	22%

1/ Semester-long check out subject to recall requests.

2/ Includes film rental, filmstrips, and records.

18. Are budget allocations for learning resource materials made from your budget by: (check those that apply)

Lib	MC	
		District
		campuses
x		division
		department
x		faculty
x		students
x		others (specify): librarian, administrators
	x	campus budget committee

19a. How are priorities for allocations established?

	Lib	MC
By librarian/resource director	x	x
By number of formal requests from faculty		x
from other (specify):		
By Dean of Instruction	x	
By department		
By division	x	x
By district		
By library/resource center advisory committee	1/	

b. If library/resource center advisory committee were checked above, who comprises this committee? (Check those that apply and give number.)

		Number
____	faculty	______
____	division chairman	______
____	administration (specify by title) ________________________	______
____	students	______
____	committees	______
____	others (specify): ______________	______
____	________________________	______
____	________________________	______

1/ An advisory committee for the library will be formed this year, 1974-75.

20a. Does the library/resource center provide inservice education on new equipment and/or services for faculty?

Lib MC

faculty? Yes x x No____

students? Yes x x No____

b. If yes, describe inservice education available: Library provides two visual aids for library skills instruction: 1) a set of transparencies and script on library services facility orientation and 2) a 30-minute set of slides on periodical indexes. Media Center provides inservice education to all their services on request.

21. What special services does the library/learning resource center provide its users? Media Center offers:

1. A-V courses for credit
2. Talking text (recording of textbooks for handicapped)
3. Cassette players for home study
4. Tape duplication of materials for student home use.

Additional comments:____

Campus: Cañada

Name:____

Date: 1/28/75

Position:____

Appendix C-2

SMCCD LEARNING RESOURCES SURVEY

RESPONSES FROM CSM AND SKYLINE COLLEGE
LEARNING RESOURCE SERVICES
(Library and Media Center)

1a. What hours is the library/learning resource center open?

	Monday-Thursday	Friday	Saturday	Sunday
CSM	7:30 am-10:00 pm	7:30 am-4:30 pm	Closed	1:00-5:00 pm
Skyline	8:00 am- 9:00 pm	8:00 am-5:00 pm	8:30 am-1:00 pm	Closed

1b. Do some areas of the library/learning resource center operate on different time schedules? Yes CSM No Skyline

If yes, explain: CSM - The Instructional Development Center opens daily at 8:00 am and is not open on Sundays.

2. What is the number and composition of your library/resource center staff? (Please include both full- and part-time professionals, classified employees, and student help.)

Position	Number Full-time			Number Part-time	
	CSM	Skyline		CSM	Skyline
Professionals	6	3		--	2
Classified	13	4		--	1
Students	--	--	Approx.	55	22

3. What type of professional and/or support staff is available? (e.g., equipment operators, reference assistance, etc.)

Type	Number		Time Available	
	CSM	Skyline	CSM	Skyline
Reference	5	3	100%	100%
Circulation	9	2	100%	100%
Media technician	1	1	100%	100%
Graphic artist	1	--	100%	--
Photographer	1	--	100%	--

4. How many student stations are in the library/resource center?

a. in contained meeting/classroom space:

	Number	Capacity
CSM	5	95
Skyline	5	75

4. b. in general open space:

	Number		Capacity	
	CSM	Skyline	CSM	Skyline
table stations	479	11	479	26
student carrels	46	53	46	156
student carrels w/audio	200	85	200	101
student carrels w/video	5	4	5	4
student carrels w/audio and video	20	--	20	--
other (specify): separate seating	--	--	--	29
Total	750	153	750	316

5. a. Are there other library/resource center facilities on campus? (e.g., is there a separate division library for student use?)

Yes x No____

b. If yes, fill in the following:

Place	Type of Holdings/Equipment (specify)	Number
CSM		
Learing Resource Center	Tutoring Center	N.A.
Skyline		
Physics Lab	Slide/sync., carrels, software	4
Career Center	Slide/sync., filmstrip/sync., audio	8
Reading Lab	Speed readers, filmstrip/sync. tachistoscopes, software	15
Project Lab	Camera equipment	N.A.

c. If yes, who is responsible for maintaining this facility? (If more than one facility, specify the responsible person for each.)

Check those appropriate:

_____ librarian

_____ division chairman

x other: CSM - Associate Dean of Learning Resources
Skyline - Divisions; Media Center Re: Maintenance of equipment

6. Specify the type and total number of your holdings.

CSM	Skyline		CSM	Skyline	
100,000	30,000	volumes	8,645	3,038	tapes and cassettes
1,047	275	periodicals	14,500	560	slides
1/	1/	reference books	8,000	802	phonodiscs
12,121	--	microfiche			other (specify)
520	94	films	2,525	N.A.	pamphlets
			226	214	media kits
			330	55	filmstrips
				8	animation games
			165	--	art prints
			95	--	scores

1/ Not counted separately

CSM - N.A.

Skyline - N.A.

7. What percent of the above holdings are in the following categories?

	Volumes	Periodicals	Microfiche	Films	Tapes	Slides	Phonodiscs	Other (specify)
English/Foreign Languages/Fine Arts								
Science and Math								
Social Sciences								
Vocational/Technical								
General								
Supplementary								

8. What percent of your current acquisitions are in?

	Volumes	Periodicals	Microfiche	Films	Tapes	Slides	Phonodiscs	Other (specify)
English/Foreign Languages/Fine Arts								
Science and Math								
Social Sciences								
Vocational/Technical								
General								
Supplementary								

9a. List the equipment available for student and faculty use.

	Use in Library/Resource Center Only				Can be Checked Out			
	Student		Faculty		Student		Faculty	
	CSM	Skyline	CSM	Skyline	CSM	Skyline	CSM	Skyline
I Tape recorders:								
cassette	x	x	x	x	x	x	x	x
reel to reel	x	x	x	x	x		x	x
microfiche reader	x	x	x	x	x		x	
video tape recorder		x	x	x				x
II Projectors:								
movie		x	x	x		x	x	x
slide		x	x	x		x	x	x
filmstrip		x	x	x			x	x
opaque		x	x	x			x	x
overhead		x	x	x			x	x
projection screens		x	x	x			x	x
III TV monitors		x	x	x			x	
microphones		x	x	x		x	x	x
cameras (specify type) 35mm, S-8mm	x	x	x	x	x	x	x	x
IV Typewriters(coin-operated)	x	x 1/	x	x 1/				
Calculators	x	x	x	x	x		x	
Preview rooms	x	x	x	x				
Darkroom facilities	x	x	x	x				
V Media combination kits	x	x	x	x			x	x
Speed reading machine								
Carrels: audio	x	x	x	x				
visual	x	x	x	x				
A-V	x	x	x	x				
recording	x	x	x	x				

b. Do you have any records of student use for the above equipment?

Yes CSM No____
Skyline

1/ There is no charge for using typewriters at Skyline College.

10a. Do you have a formal system for updating or keeping your holdings current? Yes CSM No Skyline

b. If yes, who reviews this system?

	For Currency	For Discard
Head librarian	x	x
Division Chairman	x	x
Department chairman		
Students		
Other (specify):		

11a. Is the system for accessioning the same on each campus? (check one)

Same CSM Skyline Different____ Don't know____

b. If different, describe:____

12a. Does your campus exchange catalog cards with the other District campuses? Yes____ No CSM Skyline

b. If yes, which campuses? Canada____ CSM____ Skyline____

c. Do you exchange catalog cards with other libraries? Yes____ No CSM Skyline

d. If yes, specify: Skyline - we do confer with other colleges on some aspecrs of our purchases.

13a. Do you keep a traffic count of students? Yes CSM Skyline No____
faculty? Yes____ No CSM Skyline

b. If yes, what is your average weekly count for students? CSM 7,475 Skyline 2,220
faculty? not counted

14a. Check as appropriate the items available for student checkout.

	2-hour		24-hour		1 week		2 weeks		1 month		Other (specify)	
	CSM	Sky-line	CSM	Sky-line	CSM	Sky-line	CSM	Sky-line	CSM	Sky-line	CSM[1]	Sky-line
Books	x	x	x	x			x	x			x	
Tapes					x	x					x	
Microfiche							x		x		x	
Periodicals			x	x								
Cameras	x		x	x	x							
Tape recorders				x	x						x	
Record players											x	
Microfiche readers							x					
Other (specify)												
Portapaks											x	
S-8 film editor and projectors						x						
Slide previewers						x						

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[1] Special arrangement.

14b. Check as appropriate the items available for faculty checkout.

	2-hour		24-hour		1 week		2 weeks		1 month		Other (specify)	
	CSM	Skyline	CSM	Skyline	CSM	Skyline	CSM	Skyline	CSM	Skyline	CSM[1]	Skyline
Books		x		x				x			x	
Tapes						x					x	
Microfiche											x	
Periodicals				x							x	
Cameras								x			x	
Tape recorders						x					x	
Record players						x					x	
Microfiche readers											x	
Other (specify)												
Media kits				x							x	
Film editors and projectors						x					x	
Slide previews						x						
Porta paks											x	

15a. May others use the library besides your campus students and faculty?

Yes x No

b. If yes, specify who and any loan procedure changes. (e.g., other SMCCD student--for a 24-hour period)

All SMCCD students have full learning resource center privileges at both colleges. Any adult resident of San Mateo County has full privileges at CSM. At Skyline all community residents may use facilities but loan privileges are on a special permission basis.

16a. Do you have copy services for your uses? Yes x No

b. If yes, what type? (e.g., paper, microfiche) CSM - paper, microfilm, and microfiche. Skyline - paper, microfilm, and microfiche.

c. What is the cost for each different type? CSM: paper - 5¢/page, film - 10¢/page. Skyline: paper - 10¢/page.

17a. Do you have a formal system for allocating your budget? Yes x No

b. What portion of your budget is allocated for:

	CSM	Skyline	
volumes	6%		varies each year
tape, films, microfiche	N.A.		
hardware	4%		

---

[1] Unlimited checkout--subject to recall requests.

18. Are budget allocations for learning resource materials made from your budget by: (check those that apply)

CSM	Skyline	
		District
x	x	campuses
x	x	division
x	x	department
	x	faculty
		students
		others (specify):

19a. How are priorities for allocations established?

	CSM	Skyline
By librarian/resource director	x	x
By number of formal requests from faculty	x	x
from other (specify):		
By department		x
By division		x
By district		
By library/resource center advisory committee		x 1/

b. If library/resource center advisory committee were checked above, who comprises this committee? (Check those that apply and give number.)

CSM	Skyline		Number CSM	Number Skyline
	x	faculty		6
	x	division chairman		1
		administration (specify by title)		
		students		
		committees		
		others (specify):		

1/ Presently disbanded

20a. Does the library/resource center provide inservice education on new

		CSM	Sky	
equipment and/or services for faculty?	Yes	x	x	No____
students?	Yes	x	x	No____

b. If yes, describe inservice education available: CSM- Orientation tours and lectures, hands-on equipment instruction for faculty. Also one formal class in audio-visual aids is offered. Skyline- Orientation tours and hands-on equipment instruction offered to faculty and students.

21. What special services does the library/learning resource center provide its users?

CSM- Instructional Development Center assists instructors in the design, development and production of media.

Skyline- For students: three rooms for discussion purposes, an enclosed lounge, typing room at no charge to students and some use of production facilities.

Additional comments:

CSM- offers a library technology program in the evening college which leads to a library assistant certificate. Also two additional general interest courses are offered.

Campus:	CSM	Skyline
Date:	1/6/75	1/10/75

Name:

Position:

Technical Report

Number 12

FACILITY REVIEW

FACILITY REVIEW

Introduction

As TAI conducted an overall review of major space allocations for each of the colleges, it became apparent that the problems that are facing the District today are generated from decisions that were made approximately 10 years ago, at which time the future of community colleges was expected to be quite different from what it is today. During the early and mid-1960's, enrollments within community colleges were increasing at a staggering rate. The increases were consistently in excess of most projections. The accepted approach to the construction of community colleges during that progressive growth period was to plan the entire campus for construction in two or three major increments and to implement the construction program in a back to back sequence so that within a relatively short period of time a complete comprehensive facility was constructed for each particular college.

In the early 1970's, however, school planners began to recognize that new population patterns were to have an impact on school enrollments at all levels. With a marked decrease in the rate of growth of population, elementary schools began to experience a reduction in enrollments, projections for state-wide growth were reduced considerably, and cutbacks were experienced in most all institutions. Colleges which began their planning experience in the early 1970's found it better to approach the development of their facilities on an incremental basis with the increments being relatively small in order that facility growth could closely parallel moderate enrollment expansion each year. At the same time they needed to meet a balanced kind of educational program. This required extensive assignment of space to interim use, repeated remodeling, the development of space with high flexibility factor, and the ability to maintain mobility in the assignment of spaces.

It is apparent to TAI that the San Mateo Community College District (SMCCD), along with many other districts in the state, was caught in this major shift in social patterns. Both Cañada and Skyline campuses, which were originally planned as comprehensive campuses to be completed in large increments, are uncompleted so far as the original plans required. With the new enrollment patterns, the plans for these two campuses need reassessment and new plans need to be developed which will increase the flexibility of the campuses to meet different program and enrollment needs.

Facility Survey

TAI has conducted a facility survey on each of the three college campuses with major attention being focused on the larger components of space. Examples of these components include the laboratory and laboratory service type of spaces, lecture or classroom spaces, libraries, audio visual, and cafeteria spaces. A comparison of each of these blocks of spaces with space guidelines permits TAI to draw some conclusions about the magnitude of space problems and to develop recommendations as to an approach the District can use to address resolution of these problems.

A facility review of this nature is dependent upon three basic factors: enrollment projections, an accurate accounting of existing space, and then an evaluation of the ability of the existing space to meet the projected space needs. These factors are described in more detail in the following paragraphs.

Enrollment Projections

TAI has evaluated various enrollment projections for the SMCCD including the official projections prepared by the State Department of Finance and those prepared by the local District. TAI has also evaluated the results of a modified approach for projecting community college enrollments as prepared for 14 other districts by the State Department of Finance which, to a much greater extent, reflect the change that is occurring in community college enrollments through the impact of womens' re-entry programs, increasing average age, and similar factors. These various sets of enrollment projections consistently show a modest growth during the next several years for the SMCCD with a peak in enrollment occurring between 1978-1980. After 1980 TAI anticipates that enrollments within the District will level off for the following five years.

Inventory of Existing Space

The SMCCD has an excellent inventory of all spaces on each of the three college campuses. It identifies all spaces that are in a lecture/classroom type category, those which are considered laboratory or laboratory service, and the spaces that are assigned to library and other specific categories. (TAI has questioned the classification of certain spaces and has made recommendations to the staff about how a re-evaluation of these classifications might be made.) The space inventory has been completed and delivered to the state chancellor's office where it serves as a basis for assigning priorities and setting levels for state support of any future District request for capital funding from the state.

Ability of Existing Space to Meet Projected Needs

In determining classroom and laboratory space allocations, every community college in the State of California must acknowledge and utilize the State Space Standards for such facilities. (See Appendix A.) These space standards permit a direct comparison between the ability of campus facilities to accommodate projected enrollments in various types of instructional settings such as lecture/classroom, laboratory type space, library/study space, and similar categories. The results of TAI's evaluation of campus spaces based upon the inventory provided by the District and the ability of those spaces to meet projected needs is summarized later in this report.

Summary of Findings

TAI utilized the existing space inventory data, the District's allocation of districtwide projected enrollments to each of the individual colleges, and the District's allocation of college enrollments in the categories of lecture and laboratory. A comparison of the existing space and its ability to accommodate the projected enrollments in 1979, the first year in which significant new facilities or major remodeling could occur with state financing (this date also coincides with the estimated peak enrollments), leads TAI to the following conclusions.

1. Lecture Space

All three campuses have more space presently designated as lecture/classroom space than is actually required for projected enrollments through 1979. (See Appendix B-1.) Thus Cañada College at the present rate of utilization and based on the projected enrollment increases will in 1979 have an excess of 9,200 square feet of lecture space. Under the same conditions Skyline in 1979 will have an excess of 3,800 square feet and the College of San Mateo will have an excess of 17,300 square feet.

Lest it appears, however, that these excess square footages mean that alternative uses can be found immediately for such space, TAI notes the following warnings:

- Because of the original design of many of the classroom spaces, the campuses find themselves handicapped in space utilization because spaces may be the wrong size for the group or class to be accommodated. In other words, these excess square footages are based on state standards which call for a heavy utilization of all available square footage designated lecture/classroom, whether these spaces are of the right sizes to accommodate the classes assigned to them or not. Thus in a space which could accommodate 50 students, because of the limited number of actual classrooms available, the college may find itself scheduling a group of 15 or 20 students into that large space. Thus, a considerable portion of that space then shows as excess.

  One of the conclusions to be drawn from this problem is that the college must be prepared to reorganize and to modify some of the existing spaces to accomplish better utilization. When this has occurred, then square footages, according to state standards, will in fact be excess square feet to be utilized for alternative purposes.

- A further warning needs to be raised to those who would immediately then consider that because lecture space is available, the college therefore has excess square footage throughout. Reference must be made to the following sections on laboratory space needs, library space needs, and other special operations.

2. Laboratory Space

The available laboratory space at one of the colleges is in excess of that which will be needed through 1979. For two of the colleges insufficient space, according to state standards, presently exists. At Cañada College in 1979 following the projected enrollments and the existing pattern of utilization, an additional 900 square feet of laboratory space will be required. At the College of San Mateo an unusually large amount will be required in 1979, 30,400 square feet, which more than offsets the amount of lecture square footage which the college will have as an overage. At Skyline College in 1979 the college will have an excess of 4,600 square feet if present enrollment trends and utilization patterns are maintained. (See Appendix B-1.)

If in the cases of Cañada and CSM some of the excess square footage of lecture type space is to be converted to laboratory, then the District must consider the modification costs and the dislocations which will take place to accommodate such changes.

3. Library Space

A major shortage of space allocated to library use exists at Cañada College. (See Appendix B-2.) The existing space accommodates only 50 percent of the projected space needs and it should be immediately apparent to even the most casual observer that the present space serves the library functions very poorly indeed. At Skyline College the library is 18 percent or approximately 2,000 square feet short of the projected needs. At the College of San Mateo the actual library space available is almost exactly that of the projected needs, so no additional spaces are apparently needed on that campus.

4. Media Centers

When the San Mateo District completed its master plans for the three campuses, the state had no guidelines or specific allocation for media center space. With the recognition that educational technology increasingly demands specialized facilities and equipment as programs are individualized and modularized, the state has prepared guidelines for space allocation in this area. (Appendix C.) The kinds of activities included in media center category space include: storage and repair of audio visual equipment, production of instructional materials, television, and electronic study carrels, as well as the actual distribution space for public checkout of the appropriate materials.

Of the three campuses, the Cañada campus will be the shortest of space in 1979, requiring an additional 7,816 square feet. The College of San Mateo will be 6,516 square feet short of needed space if the College of the Air television studios of some 3,000 square feet are included as already available media center space. If this space is considered separately as a community service space, then the college will be over 9,000 square feet short. Skyline College will require an additional 4,586 square feet in 1979.

5. College Centers

College centers were considered by TAI to include spaces required for food service, student organizations, recreational and student lounges. Comparing the actual space devoted to these categories at each of the three colleges with the accepted state space standards for community colleges reveals that all three colleges would be entitled to additional space through 1979. The effectiveness of this kind of space is highly dependent upon many factors including building design, building configuration, quality of food service, and available equipment and supplies. At Cañada where approximately 11,000 square feet is devoted to this type of space the college could, based upon accepted standards, devote as much as 16,000 square feet to the student center. At Skyline approximately 8,500 square feet is devoted to this type of space where, as accepted standards would allow for, approximately 12,500 square feet could appropriately be devoted to student center activities. At CSM approximately 30,000 square feet is devoted to the college center and a reasonable entitlement would be in the neighborhood of 32,400 square feet.

Both the Skyline and the Cañada student centers are obviously overcrowded and the remoteness from any community amenities demands that the colleges provide lounging, socializing, and food services to their clientele. On the CSM campus, the facility is obviously underutilized, which can lead to the immediate conclusion that excess space is available for alternative uses. TAI recommends great caution with such interpretations and suggests that the poor building design and perhaps related programing weaknesses may be responsible for the underutilization. Before alternative uses are suggested for portions of the building, TAI recommends that the college analyze its student services program to discover whether alternative services need to be added which would change the current pattern of student center usage, or perhaps whether student center services should be decentralized and the necessary space redistributed between the student center building and other facilities on campus.

The findings, as summarized above, indicate the results of an evaluation of some of the major blocks of types of spaces within each of the individual colleges. The findings are limited to a square footage analysis and are not addressed to instructional program issues, design configuration of spaces, support for individual programs or similar factors which, in addition to square footage considerations, carry major significance in terms of the success or effectiveness of the particular program or the use of particular spaces. In short, it is not possible to take the overages of one kind of space and the shortages of another kind and strike a balance sheet, allowing these to cancel each other out directly. Although some of the spaces are readily convertible in such a fashion, others do not respond to such a simple solution.

Recommended Approach to Analyzing District Facilities

The planning of useful facilities is a highly technical art form which yields uncertain and often very costly results when engaged in by amateurs. The District's investment in facilities is enormous, yet in the view of the many users of these facilities, as well as in the view of those analyzing the facilities for their flexibility and service to the District, they leave a great deal to be desired.

It is beyond the scope of this study to analyze the District facilities in detail, but such action should be taken as soon as possible. Some of the specific steps that should be taken by the District to analyze these complex facility problems are outlined below.

1. Accurate weekly student contact hour data (WSCH) should be obtained for each college. The WSCH data should be identified in terms of carefully selected planning units or instructional or operational divisions and in terms of the type of instruction--lecture or laboratory. This historical data can then be used to project future WSCH by planning units which, in turn, form the basis of the space adequacy analysis. This process is described in more detail in the document entitled "Outline of Historical Projected Enrollment Data Needed for Planning Facilities." (Appendix C.)

2. Conduct a detailed reevaluation of the classification of all spaces on each of the three campuses. This reevaluation should be done by individuals who are sophisticated in the implication of the space classification process as it relates to the most accurate and favorable description of the college facilities with respect to obtaining state support for funding of capital improvements.

3. Utilizing available space standards, calculate the WSCH capacity of each type of laboratory space and of all lecture space. Comparison by planning unit of the WSCH capacity of existing spaces with the projected WSCH structural load will reveal where space shortages or space excesses exist.

4. Make a detailed evaluation of the utilization study which is in the process of being prepared for the District by the Chancellor of the California Community Colleges. An analysis will reveal which spaces are being underutilized, which ones are receiving unusually high utilization, and will assist in focusing on instructional areas which need adjustments in the physical facilities assigned them.

5. The District should establish a process by which sound management procedures can be instituted at the District level and at each campus so that optimum use and assignment of spaces at each campus can be made to maximize the ability of existing spaces to meet instructional needs.

6. The District should consider various alternative future instructional programs and adjust the projected weekly student contact hours per planning unit for the addition or deletion of programs, and project future space needs for each planning unit. The projected space needs can then be compared with existing space and this analysis can form the basis of the beginning of the future building, remodeling, or development program.

7. The District should conduct a detailed evaluation of the various alternatives of expanded programs, of reduced programs, of use of existing spaces, and of possible expanded spaces.

Special Notes on the Recommendations

In the summary of the facility review, TAI made seven specific recommendations. It is the purpose of the following paragraphs to expand upon several of these recommendations for staff use.

Recommendation 1

This recommendation requires the identification of historical WSCH by planning unit and within each planning unit the distribution of those contact hours into lecture and laboratory. This data is useful in several ways. By totaling the weekly student contact hours of each of the planning units in laboratory, one can reach a grand total for each individual college. This data can then be compared with the District's allocation of districtwide weekly student contact hours to individual colleges and the allocation within each college to lecture and laboratory to determine whether the projections are accurate. At the present time the District has allocated the WSCH in the following manner:

Cañada	74% lecture	26% laboratory
Skyline	70% lecture	30% laboratory
CSM	65% lecture	35% laboratory

By projecting the weekly student contact hours to 1979 (or other appropriate target year), the WSCH can then be compared with the anticipated capacity in those respected years for each of the various planning units. The capacity data would come from the third TAI recommendation.

Recommendation 3

This recommendation concerns the calculation of the actual laboratory WSCH capacity for each of the respective planning units after the space inventory had been reanalyzed in terms of the classification of all spaces.

Using the State Utilization Standards, 1975-76, which are attached to this report (see Appendix A), the District staff can quickly convert all laboratory and laboratory service space for each planning unit to an equivalent WSCH capacity for that planning unit. A direct comparison can then be made between the capacity of the space and the projected enrollment to determine the size of any expansion need or size of excesses.

By following this method, it will be possible for the District staff to identify specifically where the problem areas exist, particularly on the CSM campus where the initial evaluation indicates that there is a considerable shortage of laboratory type space.

When the analysis has been completed for each of the colleges, some major programing decisions will need to be made. If the District is to expand program offerings by the addition of new instructional programs, then the percentage of enrollments assigned to other planning units must be reduced accordingly. The District should not count on the establishment of a new program to bring additional enrollment to the District above that projected. This type of assumption has repeatedly proven invalid elsewhere. By comparing space needs for existing programs and space needs for desired future programs with the actual spaces available, the District can identify the kinds of expansion or remodeling or reassignment of space that will need to be accomplished.

Recommendation 5

This recommendation concerns the establishment of a procedure by which management decisions can be made as to the assignment and scheduling of spaces. As discussed with the Planning Staff, it is highly probable that departments and faculty members at all three colleges will disagree that there is any excess classroom space on any of their campuses. It is also highly probable that the utilization study which will soon be provided to the District by the state based upon the actual use of the spaces in the Fall of 1974 will reveal that most lecture spaces are actually achieving less than 100 percent utilization on state standards (that 100 percent utilization being defined as using a classroom 54 hours a week with an average of 2/3 of the seats filled during those 54 hours).

An intensive evaluation of the problem rooms identified by the utilization study should be made by the District staff on a consistent basis for all three colleges. The method by which spaces are scheduled centrally or allocated to departments for scheduling should be evaluated to determine which is the most successful and most practical for each particular college. The analysis should determine how the projected course offerings can be accommodated within the projected space need as defined by the State Utilization Standards so that the District can put itself in a good position to obtain state funding for remodeling and future developments to accommodate growth, change in the student body, and changes in methods of instruction.

TAI anticipates that the District will find, after completing the analysis, that the most effective way to handle the scheduling of spaces is for the Dean of Instruction's office to identify on a semester basis the precise number and the proper sizes of rooms to be allocated to a particular semester schedule. Each semester the allocation can be readjusted dependent upon enrollments experienced in each department and the ability of the department to reach 100 percent utilization of the spaces allocated to it.

In the case of laboratories the process is less complicated because most laboratories are specialized in nature. Those that aren't should be considered for dual scheduling and those that have classroom type space buried within them, such as cosmetology, should be evaluated to determine whether or not dual scheduling can occur in those spaces.

Notes on Special Facilities

Other special facilities require a great deal of experience in analyzing and allocating the space. Physical education facilities, theatre, and offices fall into this category and are discussed below.

Physical Education Space. There are no precise space allocation standards for physical education space utilized by the state for funding of California community college facilities. Physical education facilities are treated separately and are normally treated on a teaching station approach rather than an actual square footage approach. In order that there is equity between non-physical education spaces and non-physical education WSCH, the actual WSCH for physical education activity instruction is deducted from each college's total WSCH projection. In this fashion the physical education space and WSCH are considered separately and are not intertwined with evaluation of the balance of the campus projected need and capacity.

Auditorium - Theatre. It is acknowledged that each California community college with a comprehensive program will require the development of a theatre. The state is willing to participate in the funding of up to 400 seats per college for one auditorium and the related support spaces. The theatre, as such, is not considered an instructional space in terms of capacity calculations. If a college makes use of the main theatre as a lecture type facility, however, an equitable accounting of the WSCH so generated must be incorporated in the overall planning for the campus. TAI recommends that each college develop this kind of space accounting.

Theatre support spaces are also classified in the auditorium category and do not count directly as capacity space. This includes scene storage, scenery construction shop, make-up room, ticket booth, costume storage, and similar facilities. To the extent that the drama facility generates WSCH in the support type spaces, they too should be identified and prorated out on an equitable basis. Doing so eliminates conflict with state agencies at the time any funding for other facilities is proposed.

Offices. In evaluating office space all offices must be considered including faculty offices, conference rooms, secretarial spaces, administrative offices, reception areas, District offices, storage rooms for office supplies, and similar spaces. The only spaces exempt from this category include the superintendent's and his secretary's office and one Board conference room. These must be included on the space inventory but can be deducted when comparing existing space to projected need.

The allowable space allocation for offices is determined by multiplying a coefficient of 140 square feet times the number of full time equivalent (FTE) faculty members. The FTE is determined by totaling all credits offered, both day and evening, plus an equivalent factor for adult education and dividing by 15.

Staffing for Facility Planning

The facility planning process is an unusually complex issue which, if approached on a casual basis, can result in an unnecessary expenditure of a considerable amount of funds and, perhaps more importantly, can result in creating limitations which have far-reaching implications on continuing operational expenses and could result in unnecessary restrictions on the development of instructional programs. Facility planning needs to be done carefully and judiciously and needs to be done by those who are experienced in the field.

The kind of task that faces the SMCCD with respect to facilities planning over the coming months is not one which can be treated lightly. Because of the complexities of the issue, it is not something that could be assigned to an individual who has no particular background in this field to carry out on behalf of the District.

To be effective, those responsible for the facility planning effort must not only be familiar with the facility component of planning but must also be knowledgeable about the many instructional programs that exist, the implications of those that are being considered for future development, the practicalities of financing within the District, the development of proposals to apply for state funding, obtaining support for that proposal, and finally, the implementation of an accepted proposal through architectural design and construction.

Those responsible for the planning effort will be required to work closely with top administrators within each of the colleges, to work closely with the District staff, to spend many hours with department chairmen and faculty on specific issues, to work with the various District planning committees, and to be responsive to Board members' concerns. Of necessity, this effort will be time consuming if it is to be effective.

As outlined in other materials, the District in its effort to resolve the planning problems that face it, must begin an extensive effort of collection of carefully selected data, an analysis of that data, the identification of a series of alternate possible solutions, the evaluation of the implications of those various possible solutions with the faculty, department chairmen, individual colleges, District staff, and the Board of Trustees. This effort should result in the focus on a detailed physical master plan which is realistic and can be implemented.

It is beyond the scope of this project for TAI to do the detailed type of analysis that will be necessary for the District to conduct, or have conducted through the use of specialists in the field. What specific modifications should be made to existing spaces or what additional facilities should be constructed on any particular campus will require extensive analysis and program design.

TAI estimates that approximately 24 to 30 man months of staff time at a top administrative dean level will be required to complete the facility planning effort. Certain secretarial support and access to data and skills which exist within other offices will also be required. In addition to this, some continuing but less intense staff time will be required for follow-up in the design and construction periods.

TAI strongly recommends that the District obtain the assistance of experienced professionals as it proceeds with the detailed analysis of facilities, the preparation of specific programs for modified and/or new facilities, and to represent the District's interests during any architectural design phase.

TAI knows of no one within the District at present who has the experience or the time to direct this planning effort.

TAI strongly recommends that the District give serious consideration to either adding to its staff individuals of the capabilities described or contracting for those services with an agency outside the District.

Appendix A

STATE UTILIZATION STANDARDS - 1975-76

Utilization standards used by the state to determine state support for new facilities are to be found in the Administrative Code, Section 57021 ff. Key elements of the code follow:

For purposes of state support of facilities in the 1975-76 Capital Outlay Program and subsequent years:

> Classrooms and seminar room use shall be not less than 48 hours per 70-hour week for a campus of less than 140,000 weekly student contact hours per week, and not less than 53 hours per 70-hour week for a campus with over 140,000 weekly student contact hours.

In determining the computed capacity of future laboratory and service area facilities, the following space allocations by standard classification of subject matter shall be applied on a campus-wide basis:

Assignable Square Feet Per Station and Per
100 Weekly Student Contact Hours,
California Public Community Colleges

1. Classroom and Seminars
(Including Classroom Service)
8 a.m. to 10 p.m.

Campus Weekly Student Contact Hours	ASF/ Station	ASF/100 WSCH[1]
Less than 60,000	15	52.9
*60,001 - 140,000	15	47.3
Over 140,000	15	42.9

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*All San Mateo Community Colleges fall into this bracket.

[1] Based on the following utilization components for space standards computation:

Classrooms and Seminars: Campus WSCH	Hours/ Week		Station Occupied Percent		Station Use
Less than 60,000	43	x	.66	=	28.38
*60,001 - 140,000	48	x	.66	=	31.68
Over 140,000	53	x	.66	=	34.98

2. Teaching Laboratories
(Including Teaching Laboratory Service)
8 a.m. to 10 p.m.

Standard Classification Code	Subject Grouping	ASF/ Station	ASF/100 WSCH[1]
1200	Biol. Sciences	55	235
2400	Mathematics	30	128
2600	Physical Sciences	60	257
3000	Social Sciences	30	128
4100	Art	65	278
4200	Drama	65	278
4300	English	40	171
4400	Foreign Languages	40	171
4500	Music	65	278
4800	Speech	40	171
4900	Other Humanities	40	171
6100	Agriculture	150	642
6200	Business	30	128
6400	Home Economics	60	257
6500	Applied Graphic Arts	80	342
6600	Health Services	50	214
6700	Pub./Pers. Serv.	50	214
6801	Aero. Tech.	175	749
6802	Air Conditioning	130	556
6803	Building Trades	175	748
6804	Ceramic Technology	40	171
6805	Chem. Technology	70	299
6807	Drafting Technology	60	257
6808	Electrical Technology	70	299
6809	Electro-Mechanical	100	428
6810	Electronic Technology	60	257
6811	Engin. Gen.	90	385
6814	Industrial Tech.	75	321
6815	Mechanical--Auto	200	856
6816	Metallurgical Technology	65	278
6817	Metal Trades	130	556
6818	Textile Mech.	120	513
6819	Welding	90	385
6890	Other Trade Tech.	75	321
6812	Engin. Tech.	70	299

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[1] Based on the following utilization components for space standards computation:

Classrooms and Seminars: Campus WSCH	Hours/ Week		Station Occupied Percent		Station Use
Less than 60,000	43	x	.66	=	28.38
*60,001 - 140,000	48	x	.66	=	31.68
Over 140,000	53	x	.66	=	34.98

*All San Mateo Community Colleges fall into this bracket.

Appendix B-1

COMPARISON OF CURRENT LECTURE AND LABORATORY SPACE AVAILABLE AND SPACE NEEDED BASED ON PROJECTIONS FOR 1979[1]

Lecture Space	Canada (Lecture WSCH per Semester--40,424)	Skyline (Lecture WSCH per Semester--41,842)	CSM (Lecture WSCH per Semester--88,819)
Actual Space Available[2]	28,300 sq ft	23,640 sq ft	55,900 sq ft
Projected Space Need[3]	19,100 sq ft	19,800 sq ft	38,600 sq ft
Space Available in Excess of State Standard	9,200 sq ft	3,800 sq ft	17,300 sq ft

Laboratory Space	(Laboratory WSCH per Semester--14,203)	(Laboratory WSCH per Semester--17,932)	(Laboratory WSCH per Semester--47,825)
Actual Space Available	29,111 sq ft	46,370 sq ft	111,857 sq ft
Projected Space Need[4]	29,984 sq ft	41,781 sq ft	142,300 sq ft
Space Available in Excess of State Standard	(-900 sq ft)	4,600 sq ft	(-30,400 sq ft)

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[1] All space figures assume no new buildings prior to 1979.

[2] Figures compiled by TAI based on SMCCD space inventory data.

[3] Figures based on state guidelines for lecture space utilization formula per WSCH.

[4] Figures based on state guidelines for laboratory space utilization formula per WSCH. These allocations are based on average laboratory space experience allocation on each campus for fall 1974.

Appendix B-2

COMPARISON OF CURRENT LIBRARY AND MEDIA CENTER SPACE AVAILABLE AND SPACE NEEDED BASED ON PROJECTIONS FOR 1979[1]

Library Space	Cañada	Skyline	CSM
Actual Space Available[2]	9,499 sq ft	14,026 sq ft	33,241 sq ft
		(10,951 +3,075 Study Carrels)	(39,818 -6,577 Museum)
Projected Space Needed[3]	18,385 sq ft	16,010 sq ft	33,041 sq ft
Space Available in Excess of State Standard	(-8,886 sq ft)	(-1,984 sq ft)	+200 sq ft
Media Center Space			
Actual Space Available	891 sq ft	3,287 sq ft	5,246 sq ft
			(2,224 +3,022 College of the Air)
Projected Space Needed[4]	8,707 sq ft	7,873 sq ft	11,762 sq ft
Space Available in Excess of State Standard	(-7,816 sq ft[5])	(-4,586 sq ft[5])	(-6,516 sq ft[5])

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[1] All space figures assume no new buildings prior to 1979.

[2] Figures compiled by TAI based on SMCCD space inventory data.

[3] Figures based on state guidelines for library space.

[4] Projected space needed based on "Guidelines for a Nonprint Materials Core In a Learning Resource Program," Office of the Chancellor, September 1973. The spaces allocated are for functions such as issue, storage and repair of audio-visual equipment, production of instructional materials, television, and electronic study carrels.

[5] See text page 6.

Appendix C

SAN MATEO COMMUNITY COLLEGE DISTRICT
OUTLINE OF HISTORICAL AND PROJECTED ENROLLMENT DATA NEEDED FOR PLANNING FACILITIES

Projected Enrollments Form Planning Base

It is an accepted principle that to properly plan facilities for a department's (program's) needs a realistic projection must be made of the enrollments within the particular department for the planning target date. The projected enrollment can then be converted into space to serve the department's needs.

Select Planning Units that Encompass Entire College

The planning units should be carefully selected. They should represent each distinct type of instructional program, discipline, department, budget unit, or special style of instruction, but it is essential that the enrollment in each course in the college be included and that each course be counted only once. Social Science might be one planning unit but Technical Education would be too large a unit; it should be broken into Cosmetology, Aero, Auto Mechanics, or similar distinct programs of instruction.

Use WSCH to Describe Enrollment

We urge that Weekly Student Contact Hours (WSCH) be used to describe enrollment. It is precise, it is less likely to be confused or misused, and if desired for other purposes it can be converted into other useful and similar factors. Data is available to convert WSCH directly into space requirements.

If Historical Data Has Not Been Maintained, Use Data Course Section Reports

By using information in the Data Course Section Reports over the past six semesters or so, good historical data can be collected which can then be used to project the future WSCH in each planning unit. It is suggested that the WSCH be calculated by day credit, evening credit, day non-credit, and evening non-credit. Each of these components will be useful.

Total Percent WSCH in All Planning Units Must Equal 100 Percent

When the WSCH of each planning unit is expressed as a percent of the total WSCH in the college, the sum of all these percents must total 100. This obvious fact is all too often ignored in the facility planning process. If a new program is established it must obtain its WSCH from other programs which in turn must show a reduction in their percent of the total college WSCH. Such a reduction in terms of percent of total WSCH is not necessarily a reduction in absolute WSCH but simply a reduction in the rate of increase as contrasted to the rate of increase for the total college. In other cases a plateau in WSCH may have been reached or an actual reduction may be occurring.

Plot the Percent WSCH for Each Planning Unit

A plot of the percent WSCH for each planning unit over the past six semesters will show the enrollment trends--which units have rapid growth, which ones are plateaued, which ones are actually in a decline. An evaluation of this data will show "soft spots" where WSCH may be diverted to new programs or where some support action should be taken, such as the provision of proper facilities. (This same data is useful for other types of planning as well, such as estimating future staffing requirements.)

Using Historical Data, Project Future WSCH on Planning Unit

By studying the percentages over the past six semesters or so, the total college growth pattern and similar factors, projections by year can be made of the expected WSCH for each planning unit. Anticipated new programs can be added to the list of planning units, remembering that the total must equal 100 percent. If this type of data is maintained for a period of time with the previous years projections compared to actual WSCH, a solid data base and planning experience is generated that will add measurably to the ability of the college (and the District) to meet its instructional needs.

Technical Report

Number 13

STUDENT SERVICES

Introduction

This technical report is intended to provide a thorough inventory and review of the student personnel services offered at the three Colleges, with an indication of some of the differences among the Colleges, some special problems stressed by the staff delivering those services, and some preliminary conclusions by the Master Planning Staff.

The charge to the staff was to collect data on student services for each College, including day, evening, and summer programs. The data reported include a description of the philosophy, goals, and objectives of student services with a description of each delivery system. The data also include staffing patterns, location, and the number of students served in each system.

Methods of Data Collection

Pat Manning (Canada), Herb Warne (CSM), and Rex Butler (Skyline) met with Zoe McCandless of TAI to map out an approach to the survey. We listed major areas of student personnel services, and then listed areas of activity within each major area. The body of the report consists of the data collected at each college for the following general areas:

A. Counseling and Guidance Program
B. Placement Service
C. Financial Aid Services
D. Tutoring Services
E. Health Services
F. Scholarship Services
G. Student Activities
H. Admissions, Registration, and Records
I. Minority Student Programs
J. Recruitment of Students

Armed with a set of topics and questions, each investigator interviewed the person in charge of each major aspect of student personnel services, as well as people in charge of various sub-sections, and collected the data and impressions that these people could give.

General Conclusions

The authors of this report arrived at the following general conclusions based upon the interviews with student services staff. Specific conclusions follow each general area reported.

1. The District has a very broad array of student personnel services.

2. The dedication of the staff, both certificated and classified, to performing their services for students is striking, although the staff frequently faces limits of time and resources which restrict their ability to provide service.

3. The impact and the potential impact of student services in students and their success or failure in college is considerable. The effectiveness of student services should be a matter of great concern for the college community. The student's image of the college, and his impression of whether it is receptive to him, is heavily determined by his encounters with student personnel services.

4. Because of the wide variety of services offered, there is some overlap of various services.

5. Many offices are centered in the administration building but others, especially at CSM and Canada, are dispersed across the College campuses. Does the dispersal of offices tend to reduce the information one service may have about other services available?

6. While on each of the campuses it would be possible to design better facilities for student personnel offices, there is a particular problem at Canada where they often are not sufficiently accessible to students or do not provide sufficient comfort or opportunity for confidentiality.

7. There is, in several areas, considerable variation in staffing from one College to another, and sometimes differences in philosophy. These differences provide the master planning study with an opportunity to ask clearly which approach is the best, as well as whether it is better to have uniformity or diversity in these services.

8. Student services staff has been developed at each College during its period of growth, usually reflecting the philosophy of the Dean of Students and to meet special needs. This has resulted in situations where classified and certificated employees have similar job responsibilities. This problem manifests itself in different salaries, different relationships with instructional areas of the Colleges, and different staffing within the offices.

9. Student services were designed and developed for day students. The theory that students taking courses in the evening are different from those in the day is no longer considered valid. The District should investigate the possibility of extending the student personnel services offered to evening and Saturday students.

10. A concern which arises in several areas of student services is whether the services can be best offered at that College through centralized or decentralized systems.

11. The pattern of student services raises the question of whether a special program or center should be established for each new identifiable group of students.

12. More emphasis should be placed on preparing students for the process of interviewing, resume preparation, and job seeking techniques.

13. There is a need for student services to become more active in the role of recruitment and to inform the community of the student services available at the Colleges.

A. COUNSELING AND GUIDANCE PROGRAMS

CANADA COLLEGE

STATEMENT OF PHILOSOPHY

The counseling program at Canada College is an expression of the concern for the dignity of the individual student and is an attempt to help him integrate and broaden his self-knowledge, personal goals, and educational development throughout his contact at the College. Counseling is not an adjunct but an integral part of the educational process. The diverse nature of the student body in terms of age, abilities, interests, socio-economic status, and aspirations of the students, complicates the educational task of the institution.

1. Counseling Objectives

Objectives include the following:

a. Help the student recognize his special abilities, interests and needs.

b. Promote the student's adjustment to college.

c. Provide individualized assistance for the student.

d. Inform the student about the resources and programs of the College and the community.

e. Act as liaison with other staff members in the College and with the community.

2. Career Center

The purpose of the Career Center is to assist the student in exploring his own attributes and interests, and explore occupational opportunities. The center has tapes, film loops, books, and catalogs. A counselor is assigned half-time to aid students. An average of some 15 students a day use the Career Center.

3. Testing

Career and personal tests are available at the Career Center and are used by guidance classes. Diagnostic testing to determine educational disabilities is done separately, and is not part of the counseling program.

4. Guidance Classes

Guidance classes are eight week classes given each semester.

a. Guidance 1 - Introduction to college.

b. Guidance 2 - Effective Learning.

c. Guidance 3 - Occupational Planning.

d. Guidance 4 - Special Interest Discussion Groups.

e. Guidance 5 - Self Awareness.

f. Guidance 10 - Introduction to College, for SDP students.

g. Guidance 46 - Educational and Vocational Exploration for Women (Evening)

5. Program Advising

Each student has a counselor who advises him in selecting the courses he will take. Students with majors are assigned to a counselor in their major division (these counselors are part-time), and students without a definite program in mind are generally assigned to the full-time counselors. The counseling load is supposed to be 500 students for each full-time counselor. In practice it is slightly lower than that, though counselors often have additional duties, such as guidance classes. (Counseling load SDP is supposed to be 100 to 1, and in practice tends to be larger.) Students generally meet with their counselor at the end of each semester to plan the next semester's program. In addition, there are Special Students taking 1 or 2 courses who do not have program advisors.

6. Special Counseling

Beyond program advising, there are a variety of additional counseling services, some of which overlap with program counseling.

Veterans

Two federal programs provide special services for veterans. The Veterans Administration pays directly for a full-time Vet Rep, whose job is to ensure that veterans receive their benefits for going to College, and who must also verify their enrollment. Under an HEW grant, the College also has a full-time Veterans Coordinator, who reports to the Dean of Students, advises the Vets Club, and does other counseling work. Some job placement and tutorial work is done in this office, as well as an outreach program which is intended to recruit more veteran/students. Some 600 veterans and their dependents are enrolled.

Evening

Counseling facilities have not historically been available to evening students. The College is attempting to move in the direction of providing program advising and regular counseling facilities in the evening, with the hope of providing other special counseling services later on.

Women

A Women's Action Center has opened at Canada this year. It is under the supervision of a teacher who has 3 units reassigned for that purpose, as well as to develop Women's Studies and a Women's Re-entry Program. A federally-funded position as coordinator of the re-entry program is to be filled. The Women's Center offers informal counseling by teachers and peers, and serves as a focus for a variety of activities, such as a Women's Week program of lectures and discussion.

Handicapped

A counselor/enabler works 40% of full-time with physically handicapped students. This work includes identifying handicapped students (there are now some 80) so that the District may receive additional state funds for them, and provision of services such as work to improve facilities, study materials, study assistance, and assistance in transportation.

Minorities

Students from the ethnic minorities, especially those educationally and economically disadvantaged, receive their counseling as part of Student Development Program.

Foreign Students

Foreign students all have a single advisor.

Peer Counseling

The Canada counseling program is emphasizing the approach of outreach, instead of having a drop-in center. A Guidance 4 class has met for two hours a week throughout 1974-75, in which students have received training in counseling skills. These peer counselors made contact with over 1700 students through such activities as registration, orientation, and articulation programs with high schools. This included personal contact and follow-up with some 150 students, and has resulted in such developments as a divorce discussion group. Some of the peer counseling work has been funded by a grant from the Morris Stulsaft Foundation.

SPEED - The Special Program for Economically and Educationally Disadvantaged provides counseling and support for older students coming to college after a long absence from school.

College Psychologist - Psychological services are available on a drop-in basis, with an instructor assigned to the office for 40% of his load. The office emphasizes short-term problem-oriented counseling, with referral to relevant county agencies if the problem remains unsolved. The counselor is called upon for aid in occasional emergencies with emotionally disturbed students.

Prison - Special counseling services are provided for students who have recently been released from prison.

6. In-Service Training

Five in-service training sessions have been held during this year. One was a session with all District counselors on District student services. Other Canada sessions dealt with finding a job, man-to-man relationships, testing, and problem-solving.

7. Follow-up Study

Members of the Canada faculty and counseling staff have visited San Jose State, San Francisco State, and UC Berkeley to meet with former Canada students and get their evaluation of the Canada program.

8. Relationship with Academic Community

Meetings of counselors, meetings of counselors with division chairpersons, meetings of college committees and various special meetings are intended to keep teachers and counselors in touch with each other. Divisions and individual teachers advertise their courses to counselors in increasingly imaginative and aggressive ways.

9. Methods of Updating System

Mostly through counselor meetings and information sent out prior to meetings.

10. Office Hours

Full-time counselors are required to be in their office 30 hours per week.

Part-time counselors are on a pro-rata basis of that figure.

COLLEGE OF SAN MATEO

STATEMENT OF PHILOSOPHY

The counseling service at College of San Mateo is a fundamental and integral part of the total educational process of the College. Recognizing that each student who comes to the College is unique, counseling personnel believe their primary responsibility is to the student, to respect his/her individuality, to encourage his/her development, and to foster a climate in which individual growth can occur.

1. Counseling Objectives

To accomplish the specific goals of counseling and to implement the College philosophy, counseling services include, but are not limited to, the following:

a. Personal Counseling

b. Educational Counseling

c. Vocational Counseling

d. Adequate testing services

e. Selective courses in guidance.

The College counselor/student ratio is 1/500 students and in the CRP Program the ratio is 1/100 students.

Counselors are selected for their interest in counseling and working with students. The majority of the College counselors are part-time counselors with either one- or two-fifths released time from their teaching assignment. Counselors are encouraged through in-service programs to work toward certification.

Program advising is one of the prime responsibilities for all counselors and advisors.

2. Testing/Evaluation

Testing services include entrance testing, interest inventories, aptitude testing, psychological inventories, specialized aptitude and achievement tests, and all other educational tests relating to career choice and personal assessment except psychological testing. The testing office is supervised by a faculty member with one-fifth released time and supported by one full-time teacher aid staff position.

The services include approximately 4,070 entrance tests and 150 individual tests. The budget for this service totals approximately $28,000.

3. Career Development Center

The Career Development Center is designed to be a coordinated, centralized, equipped and staffed facility to assist students in assessing their skills and abilities so that they can make valid occupational/career choices. Participants will include veterans, the handicapped, the disadvantaged, and mature students in addition to the regular student body. The center is staffed by one professional and one technician.

OBJECTIVES:

TO:

1. Provide realistic educational and occupational information to students and staff based on knowledge of occupational fields and continuous contact with workers and work settings.

2. Identify and recruit resource persons in the employment community to assist in the school program.

3. Identify basic academic skills and knowledge needed to succeed in the occupations of their field and communicate this information to academic teachers and guidance specialists.

4. Assist academic teachers and guidance specialists in designing appropriate occupational exploration experiences.

5. Provide students with information about career offerings and guidance specialists with information about the kinds of careers for which students are prepared.

6. Assist students enrolled in career programs to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.

7. Plan and provide career instruction which prepares students to enter, adjust, progress and change jobs in an occupational field.

8. Assist students in identifying a wide range of occupations for which their career instruction is applicable.

9. Encourage employers to assist in expanding student awareness of career opportunities.

10. Arrange observation activities or part-time employment for students and school staff to help them learn more about occupations and work settings.

11. Participate in the planning and implementation of a comprehensive career education program.

12. Develop a variety of short courses, individual and group career exploration activities, and open forums utilizing the campus and community resources.

4. Guidance Classes

Guidance classes are of varying lengths and are offered each semester as day and evening classes. Each semester CSM offers experimental classes (Guidance 48).

a. Guidance 10 (2)

To acquaint students with campus facilities and activities, to improve their study habits and skills, to help them with educational planning and career planning. A special Guidance 10 class for CRP taught by the CRP Counselors.

b. Guidance 11 (1-3)

An introduction to the functions of Student Services, including counseling/advising, guidance and student activities. This will prepare the student for a position as a Student Assistant and/or Counselor-Advisor Aide. It will explore opportunities for career choices in Student Services. (May be repeated for credit.)

c. Guidance 12 (1)

This course is designed to provide recent immigrants and foreign students with an orientation to college and community, and to assist them in their adjustment. (May be repeated for credit.)

d. Guidance 30 (1)

A variety of tests are given to appraise aptitudes, interests, personal adjustments and special abilities, and to assist students in making effective educational and vocational plans. This course is designed for students who are undecided about career goals and who wish to explore their interests, abilities and values in a small group setting.

e. Guidance 31 (1)

This course is an open-entry, individualized career exploration course designed basically for the mature student who prefers to work independently. The course work may be completed at the student's own pace, and consists of a variety of tests to appraise aptitudes, interests and special abilities.

f. Guidance 48 (1-3)

Selected topics in Guidance not covered by regular catalog offerings. Course content and unit credit to be determined in relation to community-student need, and/or available staff. May be offered as a seminar, lecture, or lecture/laboratory class.

g. Guidance 65 (no credit)

Offered in Continuing Education (evening) only. A battery of tests is given to help measure students' aptitudes, interests, abilities, and personality characteristics. Individual student-teacher conferences review the results.

5. Special Counseling

Women

The majority of the women who come into the Women's Re-Entry Program are vocationally oriented, but their needs are very different from those of younger students who are recent high school graduates. These women plan to enter the job market, but they face many obstacles: age, lack of training, lack of skills, lack of familiarity with the current job market, and, in some cases, age restrictions on particular jobs. They need counselors who are sensitive to their needs and knowledgeable about job opportunities for older women. The plans are to have six sections of Learning Center 80 - Women's Re-Entry class for the Fall 1975 semester.

Veterans

The veteran faces the problem of making a transition from a military life into a new life of academic learning, successful school experiences and a career. The Office of Veterans' Affairs assists the veteran-student to learn about himself, his world, and to be better able to make significant decisions throughout his/her college career. The office also performs an outreach service to inform veterans in the community about the opportunities at the College, and about the Veterans' benefits available to him.

The office is staffed by a Coordinator of Veterans' Affairs, a Veterans' Representative and a secretary. The plans are to add a clerical position so that the office can serve more completely the needs of the 1,642 veteran-students at the College of San Mateo.

The present office space and location is not adequate to serve this number of students. The office complex will be relocated prior to the beginning of the Fall 1975 semester.

Through the efforts of the American Red Cross, an emergency loan fund has been established to help veterans during an emergency (Cox Fund).

Part-Time Students

Counseling services are available to the day and evening part-time students. An office in the Administration Building is set aside for counseling and the counseling of part-time students. A counselor is on duty from 9:00 a.m. to 3:00 p.m. daily and 6:30 - 9:30 p.m. Monday through Thursday.

In addition, counselors are on duty during day and evening registration, and part-time students can receive program advising or career counseling at that time.

Handicapped

The College of San Mateo provides an enabler to help handicapped students. The program is designed to open the doors to educational opportunity for students with physical disabilities. The services available include: educational tutorial services, reader services, note taking for the orthopedically impaired and the deaf. Mobility assistance, typists, Braille texts and large printed texts, interpreter services, and many other services are offered.

Minority

The College Readiness Program is a multi-cultural program, designed primarily to assist students of color desiring and needing specialized counseling, academic, and tutorial assistance.

Perhaps the most important part of College Readiness is the counseling component. The staff consists of a Director, secretary, tutor coordinator and three full-time counselors who are assigned only 100 students each so they can better serve the students in the program.

6. Relationship with Academic Community

The division chairpersons are invited to introduce/explain new courses or programs to the counselors at a counselors' meeting on a regular basis, especially just prior to a new counseling/registration period. Since counselors are also members of a division, the representatives of the division most often introduce the new programs. Counselors as members of a division may serve on the many faculty committees. In return, counselors take back to the division information pertaining to changes as it affects their division.

7. Methods of Updating System

The Assistant Dean of Students who is responsible for the College counseling program communicates to the counselor through counselor bulletins, monthly counselor meetings, and through a counselor coordinating committee.

8. Office Hours

Full-time counselors are required to be in their offices 30 hours per week.

Part-time counselors are on a pro-rata basis of that figure.

SKYLINE COLLEGE

STATEMENT OF PHILOSOPHY

The counseling staff at Skyline College believes its primary responsibility is to the student, to respect his individuality, to encourage his development, and to foster a climate in which such growth can occur.

1. Counseling Objectives

In order to implement its philosophy, the counseling staff offers services to the student, to the community, and to the College staff in the following ways:

a. Student - Through counseling in areas of academic, vocational, personal and social needs the student is encouraged to make responsible decisions.

b. Community - By acting as liaison with community resource agencies and with other individuals or groups in the community.

c. College Staff - By working toward better understanding and rapport through effective communication.

Counselor/student ratio is 1/500 students and in the OEP Program the ratio is 1/100 students. Program advising is one of the prime responsibilities for all counselors and advisors.

2. Career Resource Center

The purpose of the Center is to assist the student in realistically assessing his personal attributes and aspirations, explore occupational opportunities, make an appropriate occupational choice and to aid him in the decision making process. There are books, tapes, slides, brochures, college catalogs, and diagnostic tests to help the student with decisions.

The Career Center Coordinator assumes the following functions under the general administrative direction of the Assistant Dean of Students while working closely with the counseling and related staff. (Job Placement, Coop-Ed, Instruction.)

a. Supervision - The Coordinator is responsible for maintaining a climate of efficiency and helpfulness in dealing with all visitors to the Center.

b. Resources - Develops, maintains and continuously updates effective career planning resources.

c. Special Events - Plans, organizes, and promotes special events such as guest speakers, field trips, tours.

d. Communications - The Career Center Coordinator is responsible for communicating the philosophy of goals and services of the Center to its many publics through a variety of methods and media.

e. Students - Assists students in developing a meaningful process for career decision making, utilizing the total resources of the Center, combining intensive self assessment and extensive information about possible careers.

f. Budget - Responsible for planning and implementing operational budget.

g. Planning - Responsible for developing long range plans for the growth and development of the Career Center, which will be discussed and approved by the Assistant Dean of Students and implemented by the Coordinator.

3. Testing

Career and personal tests are available at the Career Center and are used by all guidance classes. Over 400 students were tested during 1973-74. Placement tests are given to all new freshmen students prior to registering at the College.

4. Guidance Classes

Guidance classes are eight-week courses and are offered each semester. One experimental course is being offered in Fall 1975 and may become a permanent course - (Peer Advising Training Program).

a. Guidance 1 - Acquaints students with college life in general and Skyline in particular.

b. Guidance 2 - Helps students solve ordinary college study problems. Discussions include such topics as taking good notes, remembering what has been read, exam preparation, exploring student-faculty relationships.

c. Guidance 3 - Students are given an opportunity to explore realistic insights into their academic needs, goals, and interests as related to career choices.

d. Guidance 4 - Designed to help students in understanding and dealing with cross-cultural differences between students and their instructors.

e. Guidance 5 - Explores numerous aspects of the decision making process, and investigates students' values and how they affect the decisions they make.

f. Guidance 6 - Exploration and research of individual health concerns.

g. Guidance 48 - Peer advising program.

h. Guidance 65 - (Offered in Continuing Education only.) A battery of tests is given to help measure students aptitudes, interests, abilities, and personality characteristics. This data provides a basis for adequate decision making relative to career selection.

5. Special Counseling Programs

Veterans

Assists veterans in identifying and procuring veterans' benefits, and offers services such as: counseling, emergency loans, job placement, and tutorial services.

a. Provides counseling for veteran students and serves as an "Information Center" pertaining to the College and the community. Provides a Special education Program centered around tutorial, remedial, and motivational programs assist the educationally disadvantaged veteran. Provides an "Outreach Program" and a "Recruitment Program"; also establishes a liaison between the Veterans Administration and the student at Skyline College.

In the 1973-1974 academic year, 841 veterans were registered with the Veterans Office. The Veterans Administration supports the services of a Vet-Rep on campus in connection with the Veterans Office.

Part-Time Students

Part-time students receive the same counseling as full-time students, with emphasis upon the specific problems of part-time students. The part-time student needs encouragement and reinforcement before re-entering the school world.

In 1973-1974, 1,843 day students were registered as part-time students.

Evening

Full counseling service is provided during the on-campus registration period for evening students. Counselors are also available each evening during the academic year and on Saturday mornings.

Women-In-Transition

For those women who have been out of school for a period of years but are interested in getting back slowly and painlessly into college life, there is an eight-week Guidance Course entitled Effective Learning. This course is taught by a counselor who not only assists in solving ordinary college study problems, but is available to students for in-depth counseling and personal problems.

Handicapped

One counselor is released half-time for advising all handicapped students. This activity includes academic advising, assisting in transportation problems, working with community agencies, working with college functions on behalf of the handicapped students and writing proposals for state and federal money available for support of handicapped students.

Minority

The OEP counselors are aware of the needs of multi-cultural students. Fluency in Spanish is one of the staff's assets. The counselors assist students in the following ways:

a. Helping students with admissions procedures.

b. Helping students plan their programs.

c. Helping students with personal problems.

d. Providing information on employment opportunities.

e. Helping students choose a four-year college.

6. Relationship with Academic Community

Various joint meetings are held by the counseling staff and the academic areas of the College, including meetings with division chairpersons, faculty attendance at counselor meetings, special meetings for specific academic program proposals, and meetings between counselors and college divisions. In addition to these contacts, the counselors review the class schedules and catalogs prior to publication to input revisions and changes. All counselors are assigned students by major and work with the divisions represented by these majors.

7. Methods of Updating System

New counseling services have been provided as the result of special workshops, in-service training and department meetings with the counseling staff.

Differences Among the Colleges

1. The stated philosophies of the three College counseling programs differ in some respects.

2. Skyline is more heavily reliant on full-time counselors than the other Colleges, and CSM is almost entirely dependent on part-time counselors.

3. Skyline and Canada offer a much wider range of Guidance courses than CSM.

4. Special Counseling Programs differ to some degree among the Colleges. For example, counseling for women is most developed at CSM and Skyline, but the Prison Project is located only at Canada.

5. Part-time students at Canada receive the same counseling as full-time students, except those registered as Special Students.

6. Staffing patterns in Career Center and test office differ among the three Colleges.

7. CSM and Canada offer Psychological Services and Skyline does not.

Special Problems

1. The philosophy and delivery systems among the three Colleges differ; therefore, there is need to evaluate these differences to determine the effectiveness of full-time counselors vs. part-time counselors, certificated counselors vs. academic advisors, and centralized counseling services vs. decentralized counseling services.

2. The Colleges receive an amount of $3 for each veteran enrolled from the VA, for cost of administration. Under current District policy, this money is sent to the District Office, rather than retained at the College.

3. At Canada, the physical layout of counseling services is often a hindrance to students, in that various types of counseling services which should be inter-connected are often separated by a sizeable distance.

B. JOB PLACEMENT

CANADA COLLEGE

Job Placement, which was considered a function of the Financial Aid Office until 1972, is handled by a 4/5-time classified person who works in the office of the Assistant Dean for Occupational Education. In 1973-1974, the office listed some 2700 part-time job referrals, with 540 part-time jobs known to have been filled, and some 300 full-time referrals, with 36 jobs known to have been filled. In addition, 98 work-study positions were filled in the Spring.

A full range of job opportunities are provided for the entry-level person seeking his/her first job; the more mature student desiring to broaden his/her skills; as well as the graduate (AA) or returning alumni seeking permanent employment. Job choices range from musical instruction to office workers, from laboratory technicians to hotel/restaurant workers. Seasonal jobs are especially needed and camp and recreational opportunities are very popular.

In order to increase the quantity and quality of employment offerings, employers are contacted by phone, special mailings to fill specific needs (i.e. banking, hotel) and brochures describing the placement service. The faculty is frequently contacted and cooperative education teachers are enlisted in publicizing the services.

Students are coached as to employers' needs and advised on job followup. Special centers on campus such as Student Development and Women's Center receive daily bulletins on employment openings. Both day and evening instructors are contacted about job openings in their areas of instruction.

Job Placement and Cooperative Education are housed together, providing an opportunity for constant contact.

COLLEGE OF SAN MATEO

The Job Placement Office processed a total of 2,160 applications for work during the 1974 calendar year. Most of the applicants were seeking part-time employment while attending college.

It is being recommended that Job Placement be combined with Cooperative Education. Cooperation of Job Placement with departments is loose. There is significant placement that takes place from within departments, especially in the vocational and technical areas, i.e., Cosmetology, Dental Assisting, Aeronautics, Manufacturing Technology, Welding, Technical Drafting and Electronics. Although departmental staff are requested to inform the Job Placement Office of placements, the coordination could be greatly improved.

The office is staffed with one specialist and student assistants.

SKYLINE COLLEGE

The Job Placement Office (not currently assigned to Student Personnel Services) has a variety of jobs available, both part- and full-time in such fields as retailing, transportation, banking, insurance, food service and recreation leadership. Other positions include sales, management training, secretarial, general clerical, warehousing, inventory control, professional assisting, and customer service. All day and evening students currently enrolled at Skyline College may use this service. Graduates of Skyline as well as high school seniors who have committed themselves to coming to Skyline College are also welcome. Students who are interested in secretarial positions that require a stated speed for typing and/or shorthand may be tested by a faculty member on the Skyline College Business Division staff. The results of the tests are then sent to the employers via the students when they go to their interviews.

The Director of Job Placement spends an average of two to three hours daily in job development, especially since the downward turn in our economy. Prospective employers are contacted by letter and in person with special emphasis upon peak work periods such as Christmas and summer.

Individual faculty are contacted to assist the Job Placement Office in providing students for job orders that require special skills or training. The Job Placement Office and the Cooperative Education Office are housed together so there is constant contact and cooperation between these two offices.*

Students contacting the Job Placement Office may be referred to the Career Center, OEP counselors, Financial Aids Office, or other counselors for needs that became apparent in the student's contact with the Job Placement Office.

In the 1973-1974 academic year, 4,974 student contacts were made, 3,693 job orders were taken, and 513 placements were accomplished.

Differences Among the Colleges

1. Staffing: Skyline has a full-time classified Job Placement Director, a clerk, and student help; CSM has a classified job placement officer and student help; Canada has a clerk and no student help. One result of this difference is that the Skyline director can spend time daily in job development.

2. The Job Placement Officer reports to the Instruction Division at Skyline and Canada and to the Student Personnel Division at CSM.

Special Problems

1. There is need of closer cooperation between Job Placement, Cooperative Education, Career Development, and Work-Study, especially at CSM.

2. There is need of a follow-up study on students placed to full-time and part-time jobs through the College.

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* Job Placement Office is housed near most student services offices and there is a close working relationship among these offices.

C. FINANCIAL AIDS

CANADA COLLEGE

The Financial Aid program provides financial assistance to students who would otherwise be unable to attend college. Grants, loans, and work-study employment are available in varying combinations. Student need is based upon the student's actual resources (as determined by statements on the financial aid application), as compared to a budget for expected student expenses. The current District maximum grant is $2200 in aid per student per year; the average financial aid award at Canada is more like $1300. Once awarded financial aid, all recipients must maintain the minimum unit load and GPA established for each program. Students whose unit load or GPA fall below the minimum are notified of the termination of their financial aid, though they may appeal the decision. Types of financial aid available, Work Study ($32,000 available), National Direct Student Loan ($17,000 available), Supplementary Educational Opportunity Grants, ($42,000), and Basic Educational Opportunity Grants ($125,000 available), and Federally Insured Student Loans.

The Financial Aid officer determines allocations for Work Study, NDSL, and SEOG. BEOG allocations are determined by the Federal Government. FISL allocations are determined by individual banks to which the student may apply. A total number of 285 students receive about $200,000 in financial aid at Canada this year. The Financial Aids Committee, with faculty, student and administrative members, may act as an appeals committee.

COLLEGE OF SAN MATEO

The Financial Aid Program at College of San Mateo provides financial assistance and advice to students who would be unable to attend college without financial help. Scholarships, grants, loans, and part-time employment (work-study) are available to students in various combinations depending upon the need of the student as determined by the Financial Aids Office. The determination of need is based upon the difference between the expected family contribution and the expected cost of attending College of San Mateo.

San Mateo Community College District is in the process of developing a uniform financial aids policy and procedure manual. To be incorporated into this manual will be the procedures for a District application and allocation of funds rather than three separate college applications. The policy now in effect at the College of San Mateo includes:

1. All applicants must complete a financial aid application and submit a "family financial statement" to the American College Testing Program to determine applicant's eligibility.

2. All applicants are notified in writing by the Financial Aid Office as to the disposition of their application.

3. Once awarded financial aid, all recipients must maintain the minimum unit load and the GPA established for each program.

At the time a student reduces his/her unit load below the minimum requirements, the student is notified of the termination of financial aid.

4. No recipient will receive more than $2,200 during an academic year.

The types of financial aid available to students:

1. National Direct Student Loan
2. Supplemental Educational Opportunity Grant
3. Basic Educational Opportunity Grant
4. College Work Study
5. Nursing Loan
6. Nursing Scholarships
7. Law Enforcement Educational Loan
8. Law Enforcement Educational Grant
9. Federally Insured Student Loan
10. Bank of America Emergency Loan

During the academic year 1973-1974, 861 students were given financial aid for a total sum of $429,554.

SKYLINE COLLEGE

The Financial Aid program at Skyline College is designed to assist those students who, but for financial assistance, would be denied a college education. These programs are administered in accordance with the policies and philosophy which have been established nationally. Major assistance should be provided by parents to help a student meet his or her educational expenses. Student financial aid is available only to fill the unmet need between the family contribution and the cost of education. The students own potential resources should be kept in mind.

Types of Financial Aids

1. National Direct Student Loans (NDSL) - A federal program providing long-term low-interest (3%) loans. These loans are available to students who are U.S. citizens or permanent residents who are carrying at least one-half the full-time academic workload, and who demonstrate financial need as determined by evaluation of the ACT.

2. Federally Insured Student Loans (FISL) require a special application available at the Financial Aids Office.

3. Supplemental Educational Opportunity Grants (SEOG) - A federally funded program available to undergraduate students who demonstrate "exceptional financial need".

4. Extended Opportunity Program and Services (EOPS) - A state-funded program designed to assist students from families of exceptionally low-income and/or depressed areas.

5. Basic Educational Opportunity Grants (BEOG) - Special application required. A maximum grant of $1,400 is possible to eligible students with a demonstrated financial need.

The Director of the Financial Aids Office is extensively involved in counseling students regarding Financial Aids and other problems that relate to financial needs. Students are given a full year's award which is dispensed in ten equal payments or divided by the months remaining in the current academic year.

Emergency loans are available and are short term in nature, with the requirement of repayment. The money for the emergency loan program is provided by private donations.

During the academic year 1973-1974, 450 students were given financial aid under federal and state programs for a total of $350,000. Funds were also disbursed by the financial aid office from various district and local programs.

Financial counseling is an important part of the work of the Financial Aid Office. However, the office is led into other problems of students, which are related in some way to money. The Financial Aid Officer must then refer students to the appropriate counselor. Student's financial problems are often serious, and tied to emotional problems.

Differences Among the Colleges

CSM has a staff of four plus student help; Skyline has a staff of three plus student help, and Canada has a staff of two with no student help.

Special Problems

1. With each College applying separately for grants and loans, one College has returned money while one of the other Colleges was in need of money in the particular area. Next year, the three Colleges are making a consolidated application for funds, and may be able to move funds from one College to another as needed.

2. The physical location of the Canada Financial Aid office provides little privacy for students and staff. It is somewhat distant from other student personnel services, and it has limited space.

3. Coordination between the College Financial Aid Office and the District Business Office has basically been positive, but a problem regarding the accounting procedures and subsequent reporting deadlines has developed. The District Business Office has established specific deadlines for the Financial Aid process while the College Financial Aid Office wishes to be more flexible in the awarding of financial aid. Their flexibility has been quite limited by the District Business Office's tight deadline schedule which presents problems in trying to balance account figures between the two offices.

4. There is a need by the College Financial Aid Office for more computer time at the Data Processing Center to collect more data about financial aid recipients so that research can be done in order to improve the program in terms of quality and increased dollars available to needy students.

5. No financial aid services are currently available to evening and Saturday students at the three Colleges.

D. TUTORIAL PROGRAM

CANADA COLLEGE

Tutoring Services at Canada are part of the Student Development Program. The SDP began as a counseling and tutorial program for minority students, and has gradually taken on additional roles, though it maintains its original focus. Since 1970 the tutorial services of SDP have been open to all students, and the majority of students being tutored are not otherwise enrolled in SDP. Staffing for tutorial work has included a part-time tutor coordinator until Spring 1975, when the position was expanded to full-time. The SPD budget of $12,000 for student assistants has been devoted since its inception to payment of tutors. This budget has remained at the same level since 1970. The program currently has 35-40 tutors, and the number of students tutored per semester typically begins at 150, and jumps to 250 after midterms.

In Spring, 1975, course credit for tutors began to be offered. Tutors receive from 1 to 4 units of credit in Co-op Ed. In the fall, 1975, students being tutored will be able to get credit for a course entitled Tutorial Assistance, to be taught through SDP.

COLLEGE OF SAN MATEO

The tutorial program at College of San Mateo provides free tutorial assistance for students with various abilities to help them gain academic skills, maintain academic standards, and ultimately become self-sufficient students. The program also selects, orients, trains, and supervises tutors and provides them with materials and tools to facilitate their best performance. The personnel in the program promote faculty cooperation and participation, appraise the faculty of tutoring available, and ask them for referral students in need of tutoring. During the fall semester of 1974, a total of 3,904 hours of tutoring took place at a cost of $8,861.

SKYLINE COLLEGE

The academic needs of each student are addressed by the tutorial program. This service is open to all students. There are tutors available for all major subject areas. Furthermore, they have received training in tutoring students on a one-to-one basis.

1. Tutoring Courses

10 Directed Experience in Tutoring (1-3)

One class hour per week; 3-9 lab hours by arrangement per week. This course gives students an opportunity to provide academic assistance to other students. Tutors will help the study partner learn effective study skills, and understand the concepts of the course being tutored.

11 Tutorial Assistance (1-3)

One class hour per week; 3-9 lab hours by arrangement per week. This course provides students with academic assistance under the supervision of an instructor. Tutors are assigned to help students in this class increase their academic skills, answer questions, clarify hazy areas in subjects of concern, and help establish effective study habits.

Differences Among the Colleges

At Canada, the tutorial program is part of SDP and is housed in the SDP facility; at Skyline, the tutorial program is associated with OEP; at CSM, the Learning Center is entirely separate from CRP. Credit for tutorial work is available for both tutors and students being tutored at CSM and Skyline; at Canada, only tutors may now earn credit.

Special Problems

1. Tutorial programs began in association with counseling programs for minority students. There has been a tendency, most strongly at CSM, for tutorial work to become a quite separate function. The question of whether there is or should be a special relationship between tutorial work and counseling for minority students should be examined. There is also a tendency of the campuses -- should an effort be made to concentrate all tutorial work in one center?

2. The relatively hidden location of SDP at Canada has acted as a hindrance to growth in the tutoring program. Other limiting factors have been the limit of available funds for tutors, and perhaps some confusion in the minds of many college staff members as to whether the tutorial program is open to all students.

E. HEALTH SERVICES

CANADA COLLEGE

Health Services at Canada is primarily a counseling and referral service. When the previous health counselor and school nurse retired, the function of the office was changed. The health counselor does not have an RN or MPH degree. She is assigned 2/5 to the Health Office, and has a part-time student assistant.

Health counseling involves answering students' questions on whether they need to see a doctor for a problem, or how to select a doctor. Often these problems are handled by referral. Students who bring up a health problem often then go into other counseling concerns.

The office also handles emergency health care, primarily first aid. The office gives authorization for use of student health insurance, by filling out forms after accidents, and handles emergency leaves of absence for medical reasons.

Students are no longer required to have a physical exam before registering; instead, they fill out a health card, listing any health problems and giving contacts in case of emergency. Health cards are held by the Health Office and are used for reference in counseling.

Some five to ten students a day come to the office with a health concern.

COLLEGE OF SAN MATEO

The health services of the College of San Mateo are primarily of an informational, counseling, and referral nature. Under the direction of a full-time Public Health Nurse, this office is concerned with the functions of emergency and first-aid procedures, maintenance of health standards, and referral to physicians, clinics, or community agencies. In addition, the nurse administers, on request, hearing tests, vision screening tests, blood pressure readings, and tuberculin skin test readings. Students who need medical attention but cannot afford private care are referred to Medi-Cal or the Chope Community Hospital Out-Patient Clinic, both in San Mateo, or to the East Palo Alto or East Menlo Park Neighborhood Health Center, the Guadalupe Health Center in Daly City, or other clinics. Information and counseling on various health topics are available in the Health Center, and pamphlets have been placed in the physical education locker rooms, at the Student Activities Office, in the College Readiness Center, and in the Learning Center.

Every entering full-time student is required to fill out a health information card. The confidential records thus obtained are the basis for an annual health appraisal and inventory, including a tabulation of morbidity statistics. Careful accounting of accidents, injuries, and chronic illnesses has enabled the Health Center to improve its health education program and emergency procedures. Several changes related to health and safety of students have been made in buildings and grounds at the recommendation of Health Services staff. These inlcude the addition of ramps and guard rails at strategic locations on the campus.

During 1969-1970, the nurse conducted a survey of provisions for emergency care in case of a mass disaster. The results were compiled and submitted to the President with a strong recommendation that a committee be formed to work on coordination of efforts. As a result of the study, emergency supplies have been placed in storage at the Health Center. The large file boxes containing these supplies are easily accessible to any part of the campus. A combination stretcher-wheel-chair has been purchased and is kept on the first floor of the Administration Building.

The nurse assists students in selecting voluntary insurance and is able to help insurance companies institute the kind of programs which meet student health needs. Such insurance programs facilitate the early care of student health problems, thus reducing time lost from the classroom. A survey carried out by health education students showed that 50% of the 1,000 students surveyed were not aware of the campus health services available to them. Because of this, the Health Services staff has intensified on-campus publicity. A brochure is given to each student which describes the Health Center and services available.

Health services are financed by a mandated $3.75 per semester health fee imposed on all full-time students. Services rendered are not too unlike those available at many health offices in community colleges, but here -- as at most colleges -- they are not adequate.

SKYLINE COLLEGE

A health counselor-nurse is available in the health office, and students are encouraged to visit this office for any health related problem. In addition to providing services for students, the health counselor provides consultation on all health related concerns to all students and employees of Skyline, preventive screening services, "Life-style" compatability evaluation, referral to community agencies for services and treatment, emergency services, referral to off-campus psychological and mental health services.

Health Services Committee consisting of Community based health professionals as well as interested persons on Skyline Campus work with the Health Center Staff in an advisory capacity.

The Health Services Office has been involved in curriculum development of health courses, inservice training, and allied health education programs, as well as health screening of students in special group programs. In the academic year 1973-1974, 723 contacts with students, faculty and staff were made by the Health Office, and, in addition, 57 special parking permits were issued to handicapped students. Fifty-seven examinations were performed for the Physical Education Department and 63 students were referred to off-campus organizations and agencies.

Differences Among the Colleges

1. The health officers at CSM and Skyline are Public Health Nurses; the health officer at Canada is a counselor, rather than a nurse. This may reflect a difference in philosophy in the health service programs.

2. The health officers at CSM and Skyline are full-time employees, and the health officer at Canada is half-time.

Special Problems

1. No health services are available in the evening, and none in the summer at Skyline or Canada. The recent recommendation to extend the health fee to the summer emphasizes this critical problem.

2. The professional nurse at CSM is not utilized to her capacity because of the second-floor location of the office.

3. Physician services are not available on campus. Consideration should be given to providing some physician time for students, preferably on a drop-in basis.

4. If more effective services are to be offered, the offices should be moved to an area where there is more student traffic. Consideration should be given to evening division health services. Considerable thought and study seems desirable in this area.

5. Two years ago, the Health Office at Canada was divided into two offices to provide space for a counselor for physically handicapped students. The emergency room and rest area are now the same, and the counselor and part-time student assistant are in the same room, which interferes with privacy in consultation with students.

6. At Skyline and Canada Colleges, the lack of a full-time health service receptionist results in some emergency situations being met by other student staff, or student needs are not met.

7. Guidelines should be established for the referral of students to outside medical agencies.

F. SCHOLARSHIPS

CANADA COLLEGE

Administrative work in scholarship services is handled by the secretary to the Assistant Dean of Students for Counseling. Awards are made by the Scholarship Committee. Services include operation of the Canada Scholarship program, aiding students with the State Scholarship program, and publicizing, sending forms, and disbursing award money for a wide variety of other scholarships from other sources which reach students through the Canada scholarship office.

The Canada scholarship program had about 100 applicants for 1974-1975, and resulted in 37 awards totalling just under $5,000. Awards range from $50 to $190. Students apply for any one of the scholarships by filling out a single form. Awards are made in the spring by the Scholarship Committee, which now includes three faculty and two students. All applicants and donors are notified of the results of the selection process by mail, usually in May. Bank of America Awards are handled by the office of the Associate Dean of Students.

COLLEGE OF SAN MATEO

Scholarship services are handled by the Office of the Associate Dean of Students, Student Services. All scholarships are coordinated through this office with applications received from December 1 through March 15, decisions made in April and May for awards for the following school year, Some scholarships are available during the course of the year, for outside the standard time pattern.

Scholarships are offered to three groups of students:

1. Continuing students of College of San Mateo.

2. Current CSM students transferring to another institution.

3. First-time entering freshmen (very few).

The office also handles miscellaneous scholarships awarded to College of San Mateo students by outside organizations, such as the College Entrance Examination Board Minority Scholarship, the Bank of America Awards, the California State Scholarship program. The office also assembles and calls meetings of a College Scholarship Committee, a subcommittee of the Student Personnel Committee. This Committee awards all scholarships under the control of the College. The Associate Dean of Student Services serves as chairman of this committee, with four faculty members representing business, social science, minority, and the technical or math-engineering division.

In 1973-1974, a total of $24,300 was given by 44 donors to 132 recipients.

SKYLINE COLLEGE

Awards ranging from $50 to $300 are given each year to students showing financial need and maintaining a satisfactory grade point average. Both continuing and graduating students may apply for scholarships at the office of the Assistant Dean of Students. Bank of America Scholarships are coordinated by the Assistant Dean of Students.

The Scholarship Committee consists of faculty, counselors, administrators and students. The faculty representation is from each of the six divisions in the College. Students are notified of their scholarship award or denial of the award by mail after the Scholarship Committee has made its determination. There are no scholarships available for new entering students. In the 1973-1974 academic year, 32 scholarships were awarded in the total sum of $3300.

Differences Among the Colleges

1. There is a significant difference in the monies available at the three Colleges.

2. There is a larger average award and larger percentage of the student body receiving awards at CSM.

Special Problems

1. Closer coordination between the scholarship offices, loan programs, and financial aids offices seems desirable. One suggested solution was to make scholarships a function of the Financial Aids Office.

2. It appears that the same amount of administrative time could be used to grant a larger amount of money if more scholarship money were available, especially at Skyline and Canada.

G. STUDENT ACTIVITIES PROGRAM

CANADA COLLEGE

Student Activities includes the work of clubs, student government, and various associated activities. After a period of very little interest, student interest in student government is picking up somewhat. Student government has a budget of slightly over $6,000 per year, which comes from voluntary purchase of student body cards (about 350 this year) and from revenue from games machines located in the cafeteria. All students enrolled, day and evening, are members of the Associated Student Body. (In earlier years, student government had a much larger budget, including athletics, journalism, band, etc.) The budget is allocated by the ASB Executive Board. The main types of expenditures are for entertainment during college hour, lectures, films, concerts, and dances, plus a sizeable allocation for ethnic and cultural affairs, including a loan fund for SDP. Student Activities at Canada are under the supervision of the Associate Dean of Students.

Elected student officers make student appointments to College committees. These students are full voting members of the principal College committees.

The College has some 20 clubs in varying stages of activity, which have access to the facilities of the Student Activities Office. Frequently, students form ad hoc organizations for special purposes, and these too may gain access to the facilities of the office -- meeting space and publicity.

The Canada College Bulletin, distributed twice weekly, is prepared in the Student Activities office. It includes a wide variety of general notices, on scholarships, financial aids, registration, and club notices. It is distributed to faculty and staff, and is made available to students.

Course Offerings:

Program Specials 70 (1/2 - 1 unit)

Coordinated enrichment program of educational lectures, workshops, artistic events, films and discussions led by faculty members and outside speakers on a wide range of topics. This course arose from a desire to expand the scope of student activities. In 1975-76, it will be continued, under Community Services.

Student Government 1 and 2 (1/2 - 2 units)

Hours by arrangement. Designed to assist interested students acquire skills and background for effective participation in college activities. Includes parliamentary procedure; group leadership skills, people, organization and structure of the College and District; student body finance and budgeting; College procedures related to the activities program.

The Student Activities office was destroyed by a fire in 1973. In reconstructing this office, an effort was made to make the facilities more suitable for the student activities program.

COLLEGE OF SAN MATEO

The Associate Dean of Students, Student Services, serves as advisor to Student Government, and the Coordinator of Student Activities provides direct service to the full range of student activities. The Coordinator of Student Activities is supported by one and one-half FTE clerical staff and considerable student assistance. Clubs are organized by groups of interested students through the simple process of filing a statement of intent (which gives them ad-hoc status) and then developing a constitution approved by Judicial Council (which gives them permanent status). Each club must have a faculty advisor. All student body finances are handled by the College cashier. Monthly reports are prepared by her, giving the status of all accounts. Requisitions are drawn requiring the signature of the club advisor, club president or treasurer, Associated Student president or treasurer, and approved by the Associate Dean of Students, Student Services. All recreation of an extra-curricular nature such as intramural sports is handled by the Athletic Department. The Associated Students, however, maintain a recreational games room in the Student Center, proceeds of which go to the Associated Students funds. Support for the student activities program comes from the students themselves through the sale of student activity cards and other fund raising activities of their own organization and operation.

Course Offering:

Political Science 40 - Student Government (1 unit) - Attendance at scheduled meetings and individual work by arrangement.

Designed to further the educational value of experience in student government. Open to students holding elective or appointive positions in student government or on student faculty committees.

SKYLINE COLLEGE

Student Government is the central coordinating body which provides and maintains student body facilities and activities at Skyline College. The Associated Student Body has a budget of approximately $5,500 which is derived from the sale of Associated Student Body cards and other sources. These student body funds provide for a wide range of activities, such as assemblies, dances, conferences, concerts, bands, cultural events, scholarships, and Inter Club Council and Council projects. The student activity program is supervised by the Associate Dean of Students.

Student Government is not intended to take the place of academic work; rather, it is to enrich the students' total experience. Students are urged to budget their time in order that they will be able to participate in student activities.

The degree of good leadership, efficient planning, and critical thought used in the building of student government will determine its extent and effectiveness.

Organized as part of the Associated Students, campus clubs are an important aspect of the College's extracurricular activities. A large number of on-campus clubs, now organizing, will relate to the interests and desires of a broad spectrum of the student body.

Course Offering:

Student Government 1 and 2 (1 unit) (Credit/No-Credit)

One class hour and attendance at weekly Student Council meeting. Designed to assist Student Council members, club officers, and other interested students in acquiring background and skills for effective participation in activities. Includes parliamentary procedures, group dynamics and analysis of the nature and techniques of effective leadership.

The finances of the Student Activities Office are derived mainly from student body card sales. There is no SMCCD money allocated to student activities. Student body cards are sold on a voluntary basis and sales of these cards have been declining over the past few years. This could create a financial problem for Student Activities in the future, although the trend toward more "service" kinds of activities may require less financial support.

Students are members of four standing faculty committees, but since they do not have a vote on these committees, the students feel that their participation is not very effective.

Students have served on selection committees for administrative positions in the College and currently a student is serving on the selection committee for the Dean of Instruction position. It is the opinion of the Student Activities staff that there should be closer cooperation between the Student Activities Office and the Community Services Program as there is potential for these two functions to work together on programs of mutual interest.

Differences Among the Colleges

1. Students are on standing college committees at all three Colleges; they are voting members only at Canada.
2. Course offerings for students who are involved in student government differ at the three Colleges.
3. There are differences in the level of administrator responsibility for the supervision of student activities and the student center.

Special Problems

1. Canada and Skyline Colleges do not have proper space for students -- insufficient gathering places throughout the campus, insufficient comfortable lounge space, and inadequate offices for student activities.

2. There is a need to investigate the possible decentralization of student facilities.

3. There is a lack of student activities for evening students.

H. ADMISSIONS, REGISTRATION AND RECORDS

CANADA COLLEGE

Because of its importance in enabling students to register for classes, and because of its central physical location (near the cafeteria), the Admissions and Registration office at Canada has become a kind of information central, where students drop in and phone to ask questions not only about registration and records, but about any other aspect of the College. While the press of dealing with so many students tends to get in the way of the performance of necessary paper work by the office, it has also built up a very strong feeling among the staff that dealing with the questions and problems of students is top priority, and it has further given the staff a very specific notion of what exactly the needs of students are. The admissions and Records Office is administered by the Assistant for Registration, and includes a staff of 5½ full-time employees.

1. Admission

Residents of San Mateo County who are high school graduates or 18 years old are eligible to attend Canada College. Non-resident students must obtain a release from their district of residence in order to gain admission.

Foreign students must have the equivalent of a high school education with a "B" average in order to qualify for admission. Admission is a selective process, and applications are screened by the Assistant for Registration and the Foreign Student Advisor.

2. C.L.E.P. - Advanced Placement

Up to 30 units may be awarded to students for College Level Examination Program examinations. In the past, placement of students has been based on high school grades, but the English Advanced Placement Program will be implemented in 1975-1976. Canada is also a CLEP agency.

3. Veterans

Veterans may receive college credit upon presentation of discharge papers showing honorable discharge and active service of one year or more. Eligible veterans will receive a total of six units of credit and may qualify for additional units for work satisfactorily completed under certain armed forces training programs.

4. Credit by Examination

Students may satisfy certain requirements through credit by examination. These examinations are given and credit is determined by the divisions concerned.

5. Registration

Day continuing students register for the next semester after meeting with their counselor for the selection of courses during the latter part of the semester. New students register by appointment with a counselor in August for the Fall semester and January for the Spring semester. Late registration is permitted for all students through the second week of classes. Registration procedures for late registration and for continuing evening students have been recently revised.

Evening students, new and continuing, register during the first or second class meeting of the new semester.

6. Disqualification - Dismissal

A student who accumulates a 12 grade point deficiency is disqualified and not eligible to attend the next semester. If the student later accumulates a still greater deficiency, he is dismissed. The problem in practice is that so few grades of D and F are given, and so many grades of W, that the majority of students who drop out do so without any direct contact or inquiry from the College.

7. Withdrawal

A student may ordinarily withdraw from a class without penalty through the final day of instruction. The assignment of a final grade is always within the prerogative of the instructor.

8. Records System

The Office of Admissions and Records maintains permanent files for all students. The office creates counselor files and forwards these files to the appropriate counselor.

The office looks forward eagerly to the establishment of an "on line" system of access to the DP center, which would have the student's entire cumulative record on file, and which would enable simple retrieval and permit easy changes of grades and preparation of transcripts.

Entering Canada students fill out a questionnaire giving personal data on a voluntary basis. The further development of such a data sheet, perhaps on a District-wide basis, would provide more information for counselors, enable better follow-up on dropouts, and lead to the development of a clearer idea of student and community characteristics.

COLLEGE OF SAN MATEO

The philosophy and goal of the Admissions and Records Office is best illustrated by the changes that have taken place over the last several years in the admissions and registration procedure. These changes have been made for one purpose only -- to make it easier for the student to register for classes. The first impression that most students have of a college is their contact with the staff of the Registrar's Office when they come in to apply. Therefore, it is important that their first experience be a pleasant one with the person(s) with whom he/she comes into contact -- that the staff member is courteous and anticipates the applicant's needs. (Applicants often do not word their question(s) correctly.)

One constant goal we have in the Registrar's Office is to serve students and faculty in a better way. Towards this end, an on-line data processing system would be an improvement. The slowness and uncertainty of punched card input also has uncertainty of accomplishment, since it is done by transporting documents to another office, there is no verification of input until sometime later in the process. As a result, there is always the possibility of losing an application, a registration packet, or a change of student data. An on-line system would put the work and responsibility where the records are located, in the Registrar's Office.

The College of San Mateo Registrar's Office consists of the Associate Dean of Students, Assistant Registrar, Secretary, and eleven full-time and one half-time clerks. Three members of the staff work the swing shift so that the office is staffed for service to evening students. The regular staff is supplemented by assistants and student help to handle the registration and records of approximately 8,000 day and 7,800 evening students.

1. Admissions

   a. Resident applicants who are high school graduates or 18 years of age or older and residents of San Mateo County are eligible to attend College of San Mateo as full-time students, provided that they complete all admission requirements. Applicants who have not completed all the admission requirements may attend as part-time students and are limited to a maximum of 8 units.

   b. Non-residents of San Mateo County must have a release from their district of residence in addition to completing the admission requirements to be eligible to attend College of San Mateo.

   c. Foreign Students - Students who are non-citizens and non-residents may apply for admission to College of San Mateo. The number of foreign students is limited to no more than 3% of the day enrollment. Normally, they are limited to 2% of day enrollment. Foreign student applicants for academic four-year programs must have the equivalent of a "B" average to be eligible for admission. Applicants for a technical program must have a "B" average in vocational courses and "C+" average in academic courses.

      The foreign student advisor is released from two-fifths of his teaching load to advise the 130-150 students.

d. High School Students - may attend college as part-time students during the fall and spring semesters providing they have completed their sophomore year and are juniors or seniors.

College of San Mateo requires high school students who want to take transfer courses to have an overall "B" average. If they want to take career-oriented courses, they must have a "C" or better average in high school career-oriented courses.

2. Registration

Day continuing students register for the next semester after meeting with their counselor for the selection of courses during the latter part of the semester in attendance. New students register by an appointment with a counselor in August for the fall semester and January for the spring semester.

Evening continuing students may register by mail, while new and returning students register in alphabetic groups during August and January in four evenings. Registration for Summer Session may be done by mail during May and early June. Others may register in person one week prior to the beginning of classes.

3. Disqualification - Dismissal

A student who accumulates a 12 grade-point deficiency is disqualified and is not eligible to attend College of San Mateo the following semester. The student may petition to the Academic Standards Committee if there are unusual circumstances which resulted in his/her disqualification. After remaining out of college for the semester, the disqualified student is eligible for admission without a petition.

A student who has been disqualified, readmitted, and in a subsequent semester has a grade-point deficiency, is dismissed. A dismissed student is not eligible to attend the College for two semesters, and then must petition to the Academic Standards Committee for readmission. A dismissed student may petition for immediate readmission if he/she has not increased his/her grade-point deficiency since disqualification.

4. Records System

In the 1973-1974 academic year, 9323 new day and evening students registered at College of San Mateo, for whom new files were created. An additional 350 new files were created for Community Service students who received academic credit for a community services course. Access to student records is governed by the new federal Buckly Amendment legislation. College of San Mateo is currently developing policies and procedures to meet the requirements of the new legislation.

The Office of Admissions and Records maintains permanent files for all students. A separate counseling file is created for all full-time students who register by counselor appointment. There are seven counselors housed on the second floor of the Administration Building, and the others have faculty offices on campus.

The Office of Admissions and Records works closely with the Data Processing Center. The services provided consist only of required record keeping and data processing. Lack of funds, personnel, and equipment have been responsible for the San Mateo Community College District not progressing as other colleges have in the use of computers in registration, on-line updating of student records, complete student academic records on file, financial budgetary analysis, etc.

The Offices of Admissions and Records of the three Colleges of the District coordinate their activities closely so that the flow of information from the colleges to the Data Processing and Business Offices is relatively smooth and uniform.

SKYLINE COLLEGE

This office serves students in various ways: admission, registration, transcript evaluations from other colleges and universities, out-of-district releases, non-resident fees, social security benefits, graduation applications, Veysey program (concurrent enrollment of certain high school students), and any other services pertinent to attendance at the College. An official transcript, summarizing a student's complete record at Skyline, is sent directly to colleges, employers, and other agencies upon written request by the student. The office of Admission and Records is administered by the Associate Dean of Students - Admission and Records.

1. Admission

High school graduates who are residents of San Mateo Community College District are eligible to attend Skyline College, provided that they complete all admission requirements. Both day and evening classes are open to students who are admitted.

Non-high school graduates who are 18 years of age or older and who are legal residents of San Mateo Community College District may be admitted to classes for which, in the opinion of the President, they are qualified by experience and maturity. (Minimum age for persons in this category who reside in other community college districts is 18.)

2. Advanced Placement - C.L.E.P.

Skyline College participates in the English Advanced Placement Program. Up to 15 units can be awarded for College Level Examination Program (C.L.E.P.) examinations. Units awarded under these programs are posted to the student's permanent record in the Office of Admissions and Records.

3. Veterans

Veterans may also receive college credit upon presentation of discharge papers (DD 214) showing an honorable discharge and active service of one year or more. Eligible veterans will receive a total of six units of credit and may qualify for up to 14 additional units for work satisfactorily completed under certain training programs in the armed forces.

4. Foreign Students

Students from outside the United States may apply for admission to Skyline during the month of March for the fall semester, and during the month of October for the spring semester. A counselor fluent in many languages is assigned to all foreign students.

5. Veysey Program

Allows junior and senior high students to enroll concurrently in one or two Skyline classes along with four high school classes. Subjects must be recommended by the high school counselor and approved by the Skyline counselor. Classes may be taken in the day and/or evening.

6. Credit by Examination

Credit by examination (satisfaction of requirements by examination) may be granted for some courses at Skyline College. Such examinations are given when there is good reason to believe that the student's prior work experience or education is equivalent to the course being challenged. Credit by examination cannot be used to satisfy the 12-unit residence requirement for the A.A. degree.

7. Registration

Registration for continuing day students is completed after the student meets with a counselor for the selection of courses; new students are given counseling/registration appointments to be completed in one morning or one afternoon. Registration for evening and summer students is accomplished first through registration-by-mail, and then by in-person registration at the College.

8. Transcripts

In the 1973-1974 academic year, the Office of Admissions and Records processed 3924 transcript requests. In reviewing research conducted with new students registering at the College, it would appear that 55% of these students plan to transfer to a four-year college. Other research conducted in the College indicates that approximately 35% of these students do transfer to a four-year college.

9. Probation and Dismissal

A student is placed on academic probation if:

a. The grade point deficiency amounts to 12 or more grade points below a "C" average. A greater grade point deficiency in a subsequent semester will result in dismissal.

b. The student does not receive passing grades in at least 65 percent of the courses in which the student is enrolled as of the Monday of the fourth week (this does not apply to students enrolled in 8 units or less).

These two systems work concurrently so that a student may be placed upon probation under one system and subsequently be dismissed under the second system.

A student completing an official Leave of Absence will not be included in the tabulation of the effects of the 65 percent completion rule.

A probationary student may petition the Academic Standards Committee through the Dean of Students for regular status if the probation has resulted from unusual or emergency circumstances.

10. Withdrawal

A student may ordinarily withdraw from a class without a penalty grade through the final day of instruction prior to the final examination period. The assignment of a final grade is always within the prerogative of the instructor.

11. Records System

In the 1973-1974 academic year, 3,699 new day and evening students registered at Skyline College, for whom new files were created. An additional 225 new files were completed for Community Services students who elected to obtain academic credit for a community services course. Currently, there are 26,268 active files and 7,238 inactive files on microfilm. Access to student records is governed by the new federal Buckley Amendment legislation. Skyline College is currently developing policies and procedures to meet with the various implications of this new legislation.

A duplicate set of active files is kept at the Data Processing Center and a duplicate negative film reel is stored in the SMCCD depository.

The Office of Admissions and Records maintains permanent files for all students, including students in the Foreign Student Program and Community Services. The Office creates counselor/advisor files and forwards these files to the appropriate counselor or advisor. The full-time counseling staff is housed in the same area as the Office of Admissions and Records, and there is a close working relationship between the staffs of these offices.

The Office of Admissions and Records works closely with the Data Processing Center, and while service is "satisfactory", there is a strong need for expanded service, personnel, and hardware in the Data Processing Center. This expansion would allow on-line registration and the maintenance of student records, and is needed for research concerning student data and enrollment.

The Office of Admissions and Records at Skyline College coordinates closely with the same offices at the other two Colleges in the SMCCD to establish, whenever possible, District-wide policies and procedures. The Dean of Admissions and Records at Skyline College is designated as Coordinator of Research for the College; research is performed on a "time available" basis.

Differences Among the Colleges

1. The classifications of the administrators responsible for the programs are different.

2. Credit given for CLEP and methods of establishing advanced placement differ among the Colleges.

3. Admissions and Registration procedures and requirements both day and night, differ significantly among the Colleges.

4. Procedures for disqualification and dismissal also differ significantly among the Colleges.

5. The types of courses available to high school students differ at the three Colleges.

6. The admission and registration procedures and requirements for day part-time students differ significantly among the Colleges.

Special Problems

1. An expanded Data Processing Center will allow for a more complete student record system and terminal access for on-line registration, up-dating student records, research availability, and a more efficient record keeping system.

2. The differences in College policies, procedure and requirements for admissions, registration, and record keeping raise a question as to whether the differences should be allowed to remain or whether uniform policy and practice should be established. These differences can affect a student's enrollment at one of the Colleges, and the student's progress towards his educational goals.

3. A separate but related question raised by the differences outlined in (2) above, is whether there should be a centralized office for these functions?

I. MINORITY STUDENT PROGRAMS

CANADA COLLEGE - STUDENT DEVELOPMENT PROGRAM

SDP is a program of counseling and tutorial assistance for the economically and educationally disadvantaged, with a special commitment to the needs of Third World students. Its staff includes a director, a full-time counselor, a part-time counselor and director of the English Institute, a tutor coordinator, and a secretary. SDP includes between 200 and 250 students. The major activities include counseling, tutorial work, recruiting (SDP has begun a program of student recruiting, getting each division to assign a student to join with SDP in recruiting students from high schools), the English Institute, and the Prison Project.

Counseling load is supposed to be 1/100 in SDP, though it is usually well above that.

Membership in SDP is determined by being counseled by one of the SDP counselors. Students who wish to become part of SDP, if they are not assigned there on entry to Canada, may request reassignment from the Dean of Students. A group of handicapped students have recently requested to become part of SDP.

SPD also has a special loan fund.

COLLEGE OF SAN MATEO - COLLEGE READINESS PROGRAM

The basic philosophy of CRP has been the realization that the quality and type of education which Third World students have attained prior to college most often is inadequate and unrelated to their experiences. Consequently, the CRP has its own center of activities (tutoring, counseling and financial assistance) to provide an atmosphere where students will feel culturally as well as academically comfortable, and will become motivated to succeed in a college environment.

The College Readiness Program is staffed entirely by Third World people and consists of the Director, Secretary, Tutor Coordinator and three full-time counselors. The director reports directly to the Dean of Students.

The counselor's load is approximately 1/100, and the program works with approximately 350 students as counselees.

SKYLINE COLLEGE - OPEN EDUCATION PROGRAM

The Open Education Program provides multicultural counseling, tutorial services, and financial aid information, and advice to students with educational and economic problems. The Open Education Program provides multicultural counseling by counselors who are aware of the needs of multicultural students; it also operates a tutorial program and a recruiting program. The recruiting program is operated by a group of Skyline College students, supervised by the OEP director. The recruiters work in the high schools and in the community, informing and motivating potential Skyline College students on an individual basis.

All low-income students planning to attend Skyline College are invited to consult the financial aid officer at their earliest convenience to discuss financial aid possibilities.

At the present time, OEP is planning growth in the following areas:

1. The Summer Prep Program

   This program motivates students who did not do well academically in high school to pursue a college education. Students are selected to participate in this program. A grant is awarded to all program participants.

2. The Learning Center

   The goal of the Learning Center is to help free students of deficiencies that are obstacles to their educational success. The students together with a Learning Center Coordinator, counselors, and instructors, develop an educational package to meet their individual needs.

3. The Peer Counselor Program

   This program responds to the needs of the drop-out problem of college students. Peer counselors identify potential drop-outs, offer them friendship, identify possible reasons for dropping out, and suggest alternative solutions to their problem.

The staff of the OEP has initiated and been involved in the development of new "ethnic" courses and basic skills courses. This staff also serves as an advisory capacity to divisions on the scheduling of such courses. The staff has worked closely with the Affirmative Action guidelines developed within the District and is constantly involved in the selection of faculty and staff at Skyline College. The OEP staff works actively in the community with various ethnic referral centers, community groups, and social services, and combines this activity with the recruitment program for students in the OEP program.

In the 1973-1974 academic year, 225 students were assigned to the OEP counselors while an additional 350 students were served on a drop-in basis by the OEP office.

Differences Among the Colleges

1. The physical location of the minority counseling program is adjacent to the tutoring center at Canada and Skyline, whereas a separate tutoring center apart from the minority counseling-tutoring program exists at CSM.

2. There are differences in the staffing of the programs at the three Colleges.

Special Problems

1. The staff of the minority programs feel there has been a drop-off of support since their inception.

2. It seems appropriate at this time for the Colleges, District administration and the Board to re-evaluate their commitment to the support of these programs.

J. RECRUITMENT OF STUDENTS

CANADA COLLEGE

Canada College utilizes a wide variety of techniques to apprise South San Mateo County residents of its educational programs and services.

The Office of the Public Information Officer issues press releases covering curricular offerings, student services, athletics, and special events as well as items of interest concerning college staff and students. Announcements are also distributed to other media (radio and television); and Canada contributes toward the production of "On Campus", viewed on KCSM and KRON-TV and "Community College Report," broadcast on KRON-FM. The Public Information Officer prepares special brochures (speakers' bureau, Saturday classes, etc.) and posters. Past and planned mailings include a comprehensive mini-catalog/schedule sent to all South San Mateo County households, a double postcard (message and response) mailed to previous students, and a mailer to South County high school graduating seniors.

In addition, the Office of Admissions and Registration mails catalogs, schedules, and brochures singly or in batches to individuals, libraries and other public agencies, firms, and current or former students.

The Office of the Dean of Students coordinates visits to high schools, counseling services and distribution of information at shopping areas and other off-campus locations, and campus visits of potential students on open house occasions (Ice Cream Social, Veteran's Day, Career Day, etc.).

Faculty members sometimes create and circulate flyers describing their course offerings. Academic and vocational divisions often print brochures explaining special programs and provide booklets with individual class descriptions written by the faculty members teaching those classes each semester.

A survey of a representative sample of Canada's students completed in February/April 1975 was designed to gather selected student characteristics and to assess the effectiveness of recruitment efforts. In response to a question inquiring as to why students selected Canada, the most highly (and equally) ranked reasons were: 1. attended previously; 2. heard about it from a friend or relative; and 3. received a class schedule/mini-catalog in the mail. Two-thirds of the students in the survey indicated that they would like to continue to receive information about Canada via mailings to their homes.

Canada College looks forward to using this type of data in reviewing, revising, and expanding its recruitment-information services.

COLLEGE OF SAN MATEO

College of San Mateo utilizes a wide variety of techniques to inform the mid-San Mateo County residents of the College's service area of its educational and cultural programs.

The College's main means of communicating with its constituents is through the High School Liaison Program, the Community Service Program publications, the San Mateo Times insert of evening class offerings, schedules of classes, KCSM-TV and radio interviews and announcements, high school and college articulation programs, contacts with services organizations, and press releases covering items of interest concerning college staff and students including athletics. In addition, catalogs, schedules and brochures are mailed out to individuals, high schools, libraries and other public agencies, and business and industrial firms in the country.

The Associate Dean of Student Services has the responsibility of the High School Liaison Program that is based upon the distribution of information and personal contact with high school students, their parents, and counselors.

In addition to the Associate Dean's direct contact at the high schools, a career day for high school students at the College has been most effective for the past several years.

Faculty members of specialized college career and academic programs are in constant touch with their associate high school faculty members to explain the College program and for an exchange of information.

The Director of the College Readiness Program contacts the high schools minority students to inform the students of the help available to them through the CRP program and to encourage them to attend the College.

The newly established Regional Articulation Program is designed to strengthen the articulation between San Mateo High School District, San Mateo County Superintendent of Schools Office, community organizations, and the College of San Mateo. The Committee intends to insure a regular easy flow of information so that students will understand the options available to them and so that their decision making process will be based on the fullest possible information.

The Coordinator of Veteran Affairs contacts local service organizations to explain the educational opportunities for Veterans at the College of San Mateo.

The Director of Athletics coordinates the various athletic recruiting activities for Varsity sports.

In addition to activities of those responsible for specific recruitment activities, a faculty member with released time submits press releases concerning admission deadlines, testing dates, registration dates, and short course offerings available mid-semester.

SKYLINE COLLEGE

The Recruitment Committee coordinates the various recruitment activities at the College. The committee is composed of representatives from the various areas of the College engaged in the recruitment of students.

1. The Office of the Dean of Students is responsible for all visits to local high schools and related activities regarding the recruitment of high school students. This includes visits by high school staff and students to the College.

2. The Assistant Dean of Students coordinates the visits by teams of Skyline staff and students to the shopping areas for two or three days during the spring semester.

3. The Veterans Counselor makes special visits to the community to recruit veterans to the College.

4. The Director of the Open Education Program works with the Dean of Students in visiting high schools and community groups to seek minority students.

5. The Director of the Student Placement Office coordinates a Career Day Program designed to introduce high school students to the various occupational programs at the College.

6. A representative from the Women In Transition Program is active in bringing "mature" women into the educational system.

7. The Director of Athletics coordinates the various athletic recruiting activities for varsity sports.

8. The Public Information Office issues press releases covering new curricular programs and classes, admissions information, athletic events, special events, as well as special items about the College and its staff.

9. The Office of Admissions and Records is responsible for the mailing of catalogs, brochures, class schedules and giving general information about the College.

In addition to the activities of those represented on the Recruitment Committee, a number of faculty visit with high school instructors in their discipline to discuss their particular program and classes in an effort to encourage high school students to attend Skyline College.

Differences Among the Colleges

1. Skyline College has a Recruitment Committee that coordinates recruitment activities and the other two Colleges do not have a committee approach to coordinate recruitment activities.

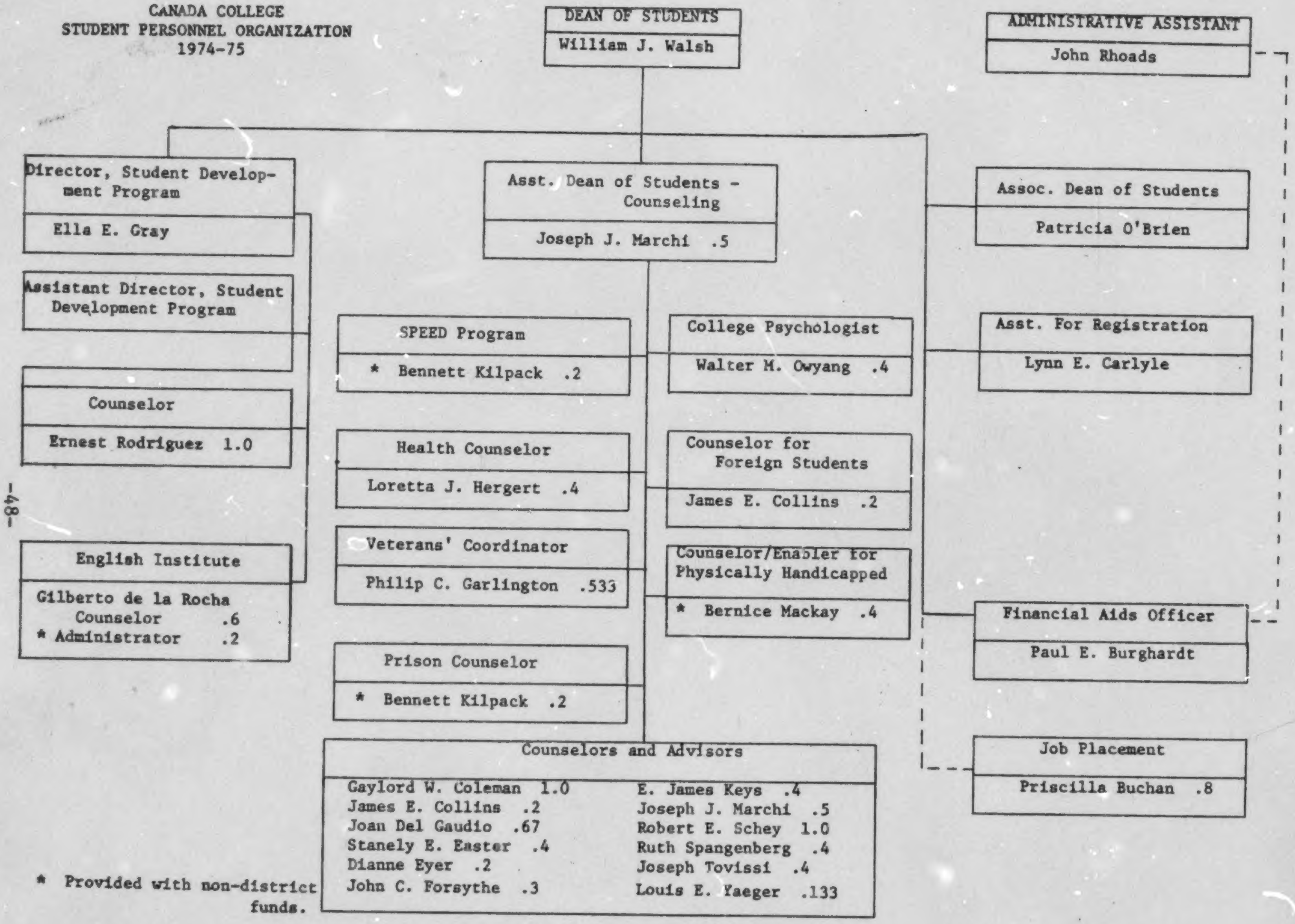
2. Skyline and Canada send teams of staff and students into the community (shopping centers) to recruit students.

Special Problems

1. The Colleges do not identify recruitment by the establishment of a budget and staff for a significant recruitment effort.

2. If recruitment activities are expanded at the three Colleges, there is a potential overlap of activities.

CANADA COLLEGE
STUDENT PERSONNEL ORGANIZATION
1974-75

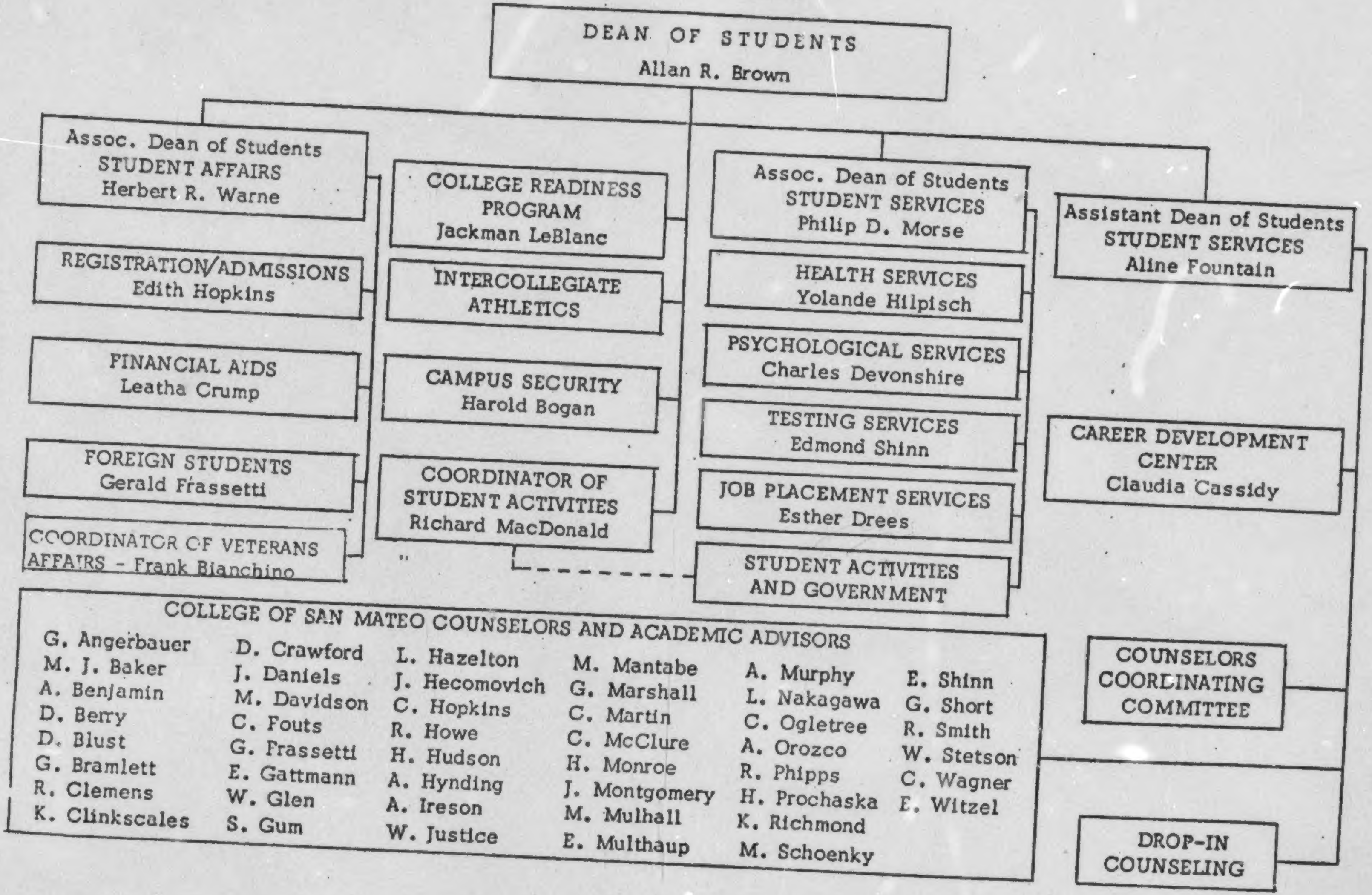

DEAN OF STUDENTS
William J. Walsh
ADMINISTRATIVE ASSISTANT
John Rhoads
Director, Student Development Program
Ella E. Gray
Assistant Director, Student Development Program
Counselor
Ernest Rodriguez 1.0
English Institute
Gilberto de la Rocha
Counselor .6
* Administrator .2
Asst. Dean of Students - Counseling
Joseph J. Marchi .5
SPEED Program
* Bennett Kilpack .2
College Psychologist
Walter M. Owyang .4
Health Counselor
Loretta J. Hergert .4
Counselor for Foreign Students
James E. Collins .2
Veterans' Coordinator
Philip C. Garlington .533
Counselor/Enabler for Physically Handicapped
* Bernice Mackay .4
Prison Counselor
* Bennett Kilpack .2
Counselors and Advisors
Gaylord W. Coleman 1.0
James E. Collins .2
Joan Del Gaudio .67
Stanely E. Easter .4
Dianne Eyer .2
John C. Forsythe .3
E. James Keys .4
Joseph J. Marchi .5
Robert E. Schey 1.0
Ruth Spangenberg .4
Joseph Tovissi .4
Louis E. Yaeger .133
Assoc. Dean of Students
Patricia O'Brien
Asst. For Registration
Lynn E. Carlyle
Financial Aids Officer
Paul E. Burghardt
Job Placement
Priscilla Buchan .8

* Provided with non-district funds.

COLLEGE OF SAN MATEO

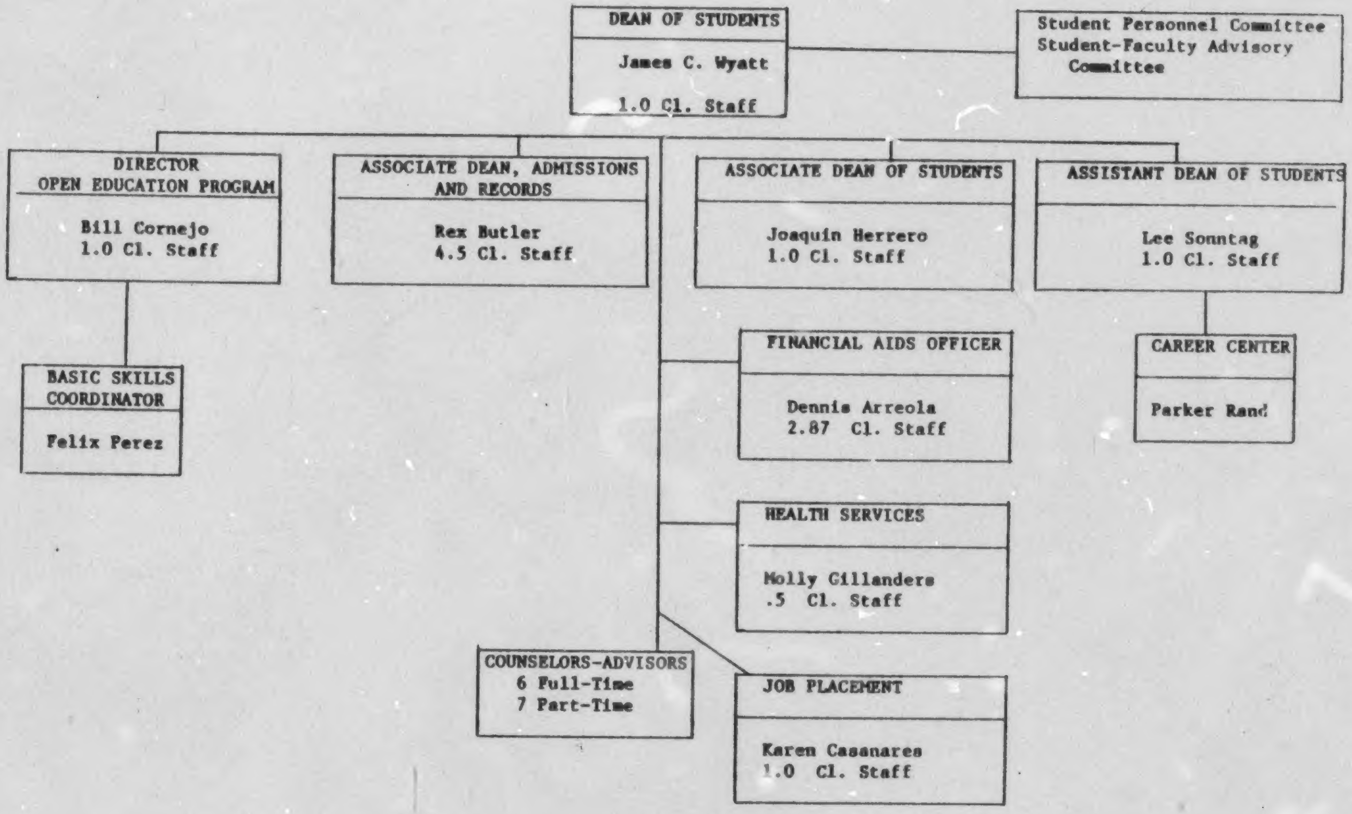
STUDENT SERVICES ORGANIZATION CHART

1974 - 1975


DEAN OF STUDENTS
Allan R. Brown
Assoc. Dean of Students
STUDENT AFFAIRS
Herbert R. Warne
REGISTRATION/ADMISSIONS
Edith Hopkins
FINANCIAL AIDS
Leatha Crump
FOREIGN STUDENTS
Gerald Frassetti
COORDINATOR OF VETERANS AFFAIRS - Frank Bianchino
COLLEGE READINESS PROGRAM
Jackman LeBlanc
INTERCOLLEGIATE ATHLETICS
CAMPUS SECURITY
Harold Bogan
COORDINATOR OF STUDENT ACTIVITIES
Richard MacDonald
Assoc. Dean of Students
STUDENT SERVICES
Philip D. Morse
HEALTH SERVICES
Yolande Hilpisch
PSYCHOLOGICAL SERVICES
Charles Devonshire
TESTING SERVICES
Edmond Shinn
JOB PLACEMENT SERVICES
Esther Drees
STUDENT ACTIVITIES AND GOVERNMENT
Assistant Dean of Students
STUDENT SERVICES
Aline Fountain
CAREER DEVELOPMENT CENTER
Claudia Cassidy
COUNSELORS COORDINATING COMMITTEE
DROP-IN COUNSELING
COLLEGE OF SAN MATEO COUNSELORS AND ACADEMIC ADVISORS
G. Angerbauer
M. J. Baker
A. Benjamin
D. Berry
D. Blust
G. Bramlett
R. Clemens
K. Clinkscales
D. Crawford
J. Daniels
M. Davidson
C. Fouts
G. Frassetti
E. Gattmann
W. Glen
S. Gum
L. Hazelton
J. Hecomovich
C. Hopkins
R. Howe
H. Hudson
A. Hynding
A. Ireson
W. Justice
M. Mantabe
G. Marshall
C. Martin
C. McClure
H. Monroe
J. Montgomery
M. Mulhall
E. Multhaup
A. Murphy
L. Nakagawa
C. Ogletree
A. Orozco
R. Phipps
H. Prochaska
K. Richmond
M. Schoenky
E. Shinn
G. Short
R. Smith
W. Stetson
C. Wagner
E. Witzel

SKYLINE COLLEGE
Student Personnel Organization 1973-1974

STUDENT PERSONNEL


DEAN OF STUDENTS
James C. Wyatt
1.0 Cl. Staff
Student Personnel Committee
Student-Faculty Advisory Committee
DIRECTOR OPEN EDUCATION PROGRAM
Bill Cornejo
1.0 Cl. Staff
ASSOCIATE DEAN, ADMISSIONS AND RECORDS
Rex Butler
4.5 Cl. Staff
ASSOCIATE DEAN OF STUDENTS
Joaquin Herrero
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ASSISTANT DEAN OF STUDENTS
Lee Sonntag
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BASIC SKILLS COORDINATOR
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FINANCIAL AIDS OFFICER
Dennis Arreola
2.87 Cl. Staff
CAREER CENTER
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7 Part-Time
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Technical Report

Number 14

COMMUNITY SERVICES

COMMUNITY SERVICES TECHNICAL REPORT

CHAPTER I. A SURVEY OF THE PROFESSIONAL LITERATURE ON THE CURRENT NATURE OF COMMUNITY SERVICES

"Toward a Definition of Community Services" 1
I. Functions of Community Services 2
II. The Nature of Community Services 6
III. A Definition of Community Services 9
IV. Conceptual Objectives of Community Services 9

CHAPTER II. HISTORY OF COMMUNITY SERVICES IN THE SAN MATEO COMMUNITY COLLEGE DISTRICT

I. College of San Mateo 13
II. Cañada College 15
III. Skyline College 18

CHAPTER III. THE QUESTION OF BALANCE

I. The Mission and Philosophy Statement of the San Mateo Community College District 21
II. Demography of the Three Service Areas of the Colleges 23
III. Community Services and Master Planning Community Needs Assessment Survey 28
IV. Community Services Student Profile 36
V. Comparative Analysis of Community Service Program Elements at the Three Colleges 47
  A. Interviews with Community Services Directors 47
  B. Balance of Programs 55
VI. Comparative Analysis of the Community Services Budgets of the Three Colleges 79
VII. Summary, Observations and Conclusions Regarding Questions of Balance in Community Services 86

CHAPTER IV. COMMUNITY SERVICES AND THE LEGAL REQUIREMENTS OF CALIFORNIA CODES 86

I. Legal Definitions and Distinctions Between Classes for Adults and Community Services Classes 92
II. Legal Authorization and Fiscal Aspects of Community Services 106
III. Administrative Operations Recommendations 115

CHAPTER V. ADMINISTRATIVE ORGANIZATION OF COMMUNITY SERVICES --SOME ALTERNATIVES 120

CHAPTER VI. RECOMMENDATIONS 137

CHAPTER I

A SURVEY OF THE PROFESSIONAL LITERATURE ON THE CURRENT NATURE OF COMMUNITY SERVICES

"TOWARD A DEFINITION OF COMMUNITY SERVICES"

Community colleges have traditionally had four major functions:

1. The transfer function; i.e. providing the first and second year college program which is to be completed by continued study at four-year college or university;
2. The vocational technical function; that is, providing programs of varying lengths and forms through which students may develop or upgrade competencies;
3. The student personnel services function; i.e., providing educational, occupational, and personal counseling as well as student activity programs, financial aid, health services, food service, placement, and various other related special support services for students, such as the maintenance of student records.
4. The general education function which provides courses that facilitate the development of the student's academic, vocational, and avocational skills through making him more aware of the world around him and his role in it.

Most recently a fifth function has developed at many community colleges across the country. Since 1969 the community services concept has exploded onto the community college scene. The community services function provides programs, courses, and activities to serve those individuals and community needs not best served by college degree or certificate programs or through the regular college curriculum offerings. Perhaps the most distinguishing feature of this new function of community colleges has been the wide range of educational services which are directed toward specific personal or community needs rather than toward the attainment of degrees or certificates.

The nature and scope of community services is most often dictated by the environment in which the community college is located. The very nature of community services tends to be dynamic and evolutionary. Indeed, if in fact community services are really community based and rooted in the external environment of the community in which the college is located, it should be expected that as the community changes in its economic, social, and political conditions so, too, would change the character of that college's community services programs.

I. THE FUNCTIONS OF COMMUNITY SERVICES

Current comprehensive community services programs range over a broad scope of functions that speak to three broad areas--self development, community development, and program development.[1]

A. SELF DEVELOPMENT FUNCTIONS AND ACTIVITIES

Self development functions and activities primarily focus on the needs, aspirations, and potentialities of informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment. This category includes the following functions:

Personal counseling function--provides opportunities for community members with self-discovery and development through individual and group counseling processes. Examples: aptitude interest testing, individual interviews, career information and testing, job placement, and family life counseling.

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[1] For a more complete discussion of these functions see Myran, Gunder A., "Community Services: An Emerging Challenge for Community College" and "Community Services in the Community College". Washington D.C.: American Association of Community and Junior Colleges, 1969.

Educational extension function--increases the accessibility of regular courses and curricula of the college by extending their availability to the community-at-large. Examples: convenient scheduling such as evening classes, Saturday classes, television instruction, weekend college, neighborhood extension centers, and community-located instruction.

Educational expansion function--a variety of educational programs upgrade and create new career opportunities that reach beyond the traditional limitations of college credit restrictions. Examples: instutites, seminars, tours, short courses, and contractual in-plant training.

Social outreach function--organizing programs to increase the earning power, educational level, and political influence of disadvantaged. Examples: programs for unemployed males and females, educationally deprived youth, disadvantaged youth, welfare recipients, and senior citizens.

Cultural development function--expanding opportunities for community members to participate in a variety of cultural activities. Examples: fine arts series, art festivals, symphonies, artists in residence, community theaters and museums.

Leisure time activity function--expands opportunities for community members to participate in a variety of recreational activities. Examples: sports instruction, outdoor education and recreation, summer youth programs, senior citizen activities, and do-it-yourself instruction.

B. COMMUNITY DEVELOPMENT FUNCTIONS

Community development functions and activities primarily focus upon cooperative efforts within community organizations, agencies, and institutions to improve the physical, social, economic, and political environment of the community. Examples: housing, transportation, environmental issues, human relations, and public safety.

Community analysis function--collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community services program of the college. Examples: analyzing census tracts in demographic work, psychometric surveys, analyzing manpower data and needs, conducting problem-oriented studies, identifying roles and goals of organizations in the community and other community needs assessments.

Inter-agency cooperation functions--establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs. Examples: community calendar coordination, community information exchanges, and joint committee work with other agencies in the community.

Advisory liaison function--identifying and involving in an advisory capacity key members of the various subgroups with whom cooperative programs are being planned. Examples: community services advisory committees and councils, and ad hoc advisory committees.

Public forum function--developing activities designed to stimulate interest and understanding of local, national and world problems. Examples: public affairs pamphlets, town meetings, television symposia, and debates.

Civic action function--participating in cooperative efforts with local government, business, industry, professions, religious, and social groups to increase the resources of the community to deal with major problems confronting the community. Examples would be: community self studies, urban beautification programs, community chest drives, and air pollution.

Staff consultation function--identifying, developing, and making available the consulting skills of the faculty in community development activities. Examples: consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, and laboratory testing.

C. PROGRAM DEVELOPMENT FUNCTIONS

Those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives, and evaluate outcomes. This category includes the following functions:

Public information function--interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with central information services of the college.

Professional development function--providing opportunities and encouragement for staff members to upgrade their skills in program development and evaluation. Examples: professional affiliations both of an institutional and group nature, exchange visitations, professional conferences, and advanced graduate studies programs that are conducted through the facilitation of community services.

Program management function--establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program. Examples: staff recruitment, job descriptions, budgetary development, and management of community activities.

Conference planning function--providing professional assistance to community groups in the planning of conferences, institutes and workshops. Examples: registration procedures, program development, conference evaluation, and arrangements for conferences.

Facilities utilization function--encouraging community use of college facilities by making them readily accessible by facilitating the scheduling processes and by designing them for multi-purpose activities when appropriate. Examples: campus stores, centralized scheduling office, conference rooms, auditorium use, theater use, and community group use of recreational facilities.

Program evaluation function--developing with staff a specific objective of the program and identifying sources of data and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program. Examples: participant rating, attendance patterns, behavioral changes, and program requests.

II. THE NATURE OF COMMUNITY SERVICES

There is not general agreement among practitioners as to what programs, courses, and activities fall within the boundaries of the community services concept. Philosophically, one might argue that all programs of the community college can be considered to be community services. Operationally, however, there has been an increasing tendency to create divisions of community services by separating the administration of short courses, seminars, workshops, lectures, consultations, concerts, community studies, and social action programs from the administration of degree and certificated programs. Some colleges include collegiate courses offered to adults during the evening hours within the community services framework, whereas others regard these offerings, administratively, as part of the degree and certificate programs. Since the programs, courses, and activities administered under community services vary through time and from college to college, it is difficult and perhaps not desirable to attempt a universally applicable definition of this concept. Obviously, the educational approach is not the exclusive determinant of whether or not a program, course, or activity will be considered a community service. Perhaps more important is the orientation of the offering: that is the degree to which it is viewed as having a community-centered orientation.

Figure I might help in differentiating which courses should be classified as community services programs as opposed to regular curriculum offerings.

A. EDUCATIONAL APPROACHES OF THE COMMUNITY COLLEGE

Instruction-Based Approaches:	Less Likely to be Classified As Community Services
Fixed transfer and vocational-technical curriculums Preparatory or remedial programs Certificate curriculums Single courses, credit Paraprofessional programs Term-length noncredit courses Short courses Workshops, seminars, conferences Lectures, panels, concerts	

Other Approaches:	More Likely to be Classified As Community Services
Coordinative activities Consultive activities	

B. ORIENTATION DIFFERENCES IN COMMUNITY SERVICES PROGRAMS

Less Likely to be Classified As Community Services	More Likely to be Classified As Community Services
. Subject-matter orientation	. Problem-solving orientation
. Not related or indirectly related to community	. Directly related to community
. Emphasis upon deliberate study of issues and problems	. Emphasis upon immediate response to concrete and contemporary issues and problems
. Instruction formalized in terms of content, grades, credits, examinations	. Instruction formalized in terms of the needs, aspirations, and potentialities of people

FIGURE I

III. A DEFINITION OF COMMUNITY SERVICES

Any definition of community services should reflect a community-centered orientation and give recognition to the dicotomy between community services and formal collegiate degree and certificate programs. A generalized definition of community services might be, "those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and community educational needs, not met by formal collegiate degree or certificate programs."

Community Services is concerned with identifying unrealized potentialities and unmet needs, drawing together resources in the college and in the community, and creating appropriate educational programs. Any of the resources available within the college may be utilized in community services. Further, the personal, financial, and physical resources of the community may be marshalled to enhance the learning experience.

IV. CONCEPTUAL OBJECTIVES OF COMMUNITY SERVICES

What in general should a community services program in a community college be? What concept of community services should guide the development of the program? The three key words which might form the basis of such a concept are: permeate, penetrate, and educate.

Permeation

For years one of the community colleges proudest missions has been the open door policy. The idea was that the institution was there with an open door for anyone to come in who could benefit from its offerings. Permeation refers to an even more extended concept for the institution. It is an attempt to make the open door swing both ways, to make sure that the institution permeates the community as well as the community permeating the institution. Community services should be the focal point through which administrators, teachers and students become more sensitive and responsive to the ways in which the resources of the college can be used in the community and the feedback instrument through which increased knowledge of the community and its needs, results in curricular changes which make the entire program of the college more relevant to the community it serves.

Penetration

The community services program should be the vanguard college of penetration into the community as it attempts to meet the NOW needs of the people it serves. The community college of the 70's will increasingly become a part of the interdependency system of institutions in the community. The demand of our complex and problem-ridden cities and rural areas will require a coordinated solution from all of the various institutional inputs to be effective. Likewise most of these complex social problems are in part educational in nature. This fact allows the community college to serve as an educational resource for all types of community activity in developing new ideas for community improvement, serving all segments and ages in the community and coordinating and facilitating the work of other service groups and agencies in the community. The community college must improve its record of responsive action to now needs, of direct involvement in community problem-solving. It can do so by reaching out beyond the campus to play a vital role in helping the community and its people people attempt to adjust, change and be relevant to a rapidly-changing world.

Education

These new roles for the community college in the areas of permeation and penetration should not lead the college to become a kind of supergovernment of tomorrow. The community college's primary legitimacy in this kind of involvement is as an institution serving an educational need and role. The community services function derives its legitimacy from this same role. It is a legitimate extension of the college only to the extent that it is an extension or expansion of educational resources directed toward the social, economic, cultural, and civic needs of the community. In such a new role the major posture of the college will almost always be that of a partnership, because educational approaches are only one component of such complex developments and the college will not have all the necessary human and financial resources. The community college must realize that it is only a part of the organic whole of the community and condition its participation appropriately.

If community services is to accomplish these new conceptual thrusts for the community college, then it is not unlikely to expect that its administrative structure will indeed be considerably different and unique from those of traditional college administrative structures. Perhaps the most characteristic feature of the community services administrative structure will be its function of educational broker. A broker identifies the needed ingredients, finds them, organizes them, assembles them, and coordinates them into a workable package and proceeds on an ad hoc basis from one principal task to another. The community services Dean is more apt to behave like a project manager than a traditional line officer in educational administration His relationships with the educational institution and with the community are more likely to be effective on a horizontal plane rather than through the traditional vertical channels that are associated with educational line officers and administration. The structure will have to be fluid and pragmatic and above all, it must be capable of responding quickly to identified needs in the community. Finally, in order to respond quickly to identified community needs, the administrative structure for community services must not be hindered by the often cumbersome and deliberative process of regular college organization.

CHAPTER II

HISTORY OF COMMUNITY SERVICES IN THE SAN MATEO COMMUNITY COLLEGE DISTRICT

HISTORY OF COMMUNITY SERVICES IN THE SAN MATEO COMMUNITY COLLEGE DISTRICT

I. COLLEGE OF SAN MATEO

The operation of the community services office began in 1963, coinciding with the opening of the campus at its present site. At the outset, the emphasis on community services involved engaging and bringing to the campus nationally known speakers, performers, and artists who succeeded, in many cases, in drawing capacity audiences.

Beginning in 1968 some change was initiated in the office of community services as a result of an analysis of attendance at the programs. The analysis indicated that those persons attending the programs were almost always drawn from the same relatively small community constituency. In an attempt to introduce a varied and balanced program designed to serve a larger segment of the community, new types of programs were initiated, making available to the community a broad spectrum of lectures, lecture series, conferences, workshops, short courses, and seminars built around a variety of subjects. As an integral part of the process in developing the programs, the office of community services undertook the responsibility for interacting with civic, professional, and social organizations to insure that the community services staff developed programs responsive to the desires of members of the community rather than those perceived by the community services staff.

A later analysis in 1971 of attendance patterns and participation in community services programs indicated that the broader program had indeed succeeded in reaching a far broader spectrum of the community going beyond the cultural and including recreational, community development, and occupational interests.

Typical of the organizations that have interacted with the office of community services since 1971 are the San Mateo County Office of Education, Volunteer Bureau of San Mateo, Northern California Cartoon and Humor Association, Stanford Committee for Environmental Information, San Mateo County American Cancer Society, Committee for Green Foothills, San Mateo Police Department, San Mateo County Bar Association, San Mateo County Medical Society, American Welding Society, and San Mateo Parent Child Center.

As a part of the program restructuring in 1968, the office itself was restructured upgrading the community services director to the position of community services dean reporting directly to the president. In 1971 an assistant dean was added to the staff. However, in 1971-72 the office of assistant dean was eliminated, the office of dean was reduced to associate dean, and the public information office previously reporting to the dean was eliminated. Additionally, when one staff member in the community services retired in 1973 the position was not filled and remains vacant.

The office of community services at its present size is unable to respond to all of the requests received from various community organizations and individuals. New occupational and professional programs and requests for additional programs have increased at such a rate within the past two years that, at the present staffing level, the office must inform many of those who contact the college that their requests cannot be entertained given present budgetary limitations and staff size. The community services program now consists of over 100 offerings, with major growth being in the occupational and professional areas.

II. CAÑADA COLLEGE

Staff for the Cañada College community services program was hired the summer of 1968, a few months before the campus officially opened. The staff at that time consisted of a half-time secretary and half-time assistant for community services, the position title at the time. The assistant for community services worked under the supervision of the assistant dean for continuing education.

Those first few months the assistant for community services knocked on doors, attended meetings and luncheons, read newspapers, developed a patrons committee, and organized a community services advisory committee. All these activities culminated in a community day in which the community was invited to a campus open house. Actual programing did not begin until the second semester, spring 1969, at which time approximately 12 to 14 short courses were offered.

The Cañada program was patterened after the program at CSM, offering both credit and non-credit short courses. During these first years, offerings were developed to include conferences, workshops, and interaction with many of the same community groups previously mentioned by CSM. Although most programs were suggested by community groups and individuals, a number of programs were initiated by faculty with the encouragement of the community services office.

A communitywide needs assessment of what the Cañada service area wants has never been conducted by the Cañada office partly because money has been very limited and partly because of the continuing changes in staff assignment. Decisions on what to offer have come from a number of sources; some offerings have failed and some have done very well.

Gradually over the years, community services has been defined at Cañada to be all things to all people. With this definition of community services it has been felt there is importance and value in devoting some community services money not only to short courses, conferences, and workshops, but also to big-name, one-evening lectures. The Cañada office feels strongly that this is a way of attracting people to the campus who do not attend any of the other offerings. These single-night events bring people to Cañada even though there is the risk that such programs will not recover their costs in fees.

The community services office is responsible for other activities, the patrons group, an information service, box office duties for most campus productions, speakers bureau, and many things that do not fit neatly into the evening college or the day program. The community services office also handles its own course registrations and the sale of tickets for special events.

The assistant for community services continued on a part-time basis until 1970. The first year was half time; the second year three quarters; and then full time the third year of operation. A full-time secretary was employed after 1968-69. A major cutback in the District occurred in 1971-72 and the assistant for community services position was again cut to half time.

At the time that the cutback was made in the community services staff, the public information position was also eliminated at Cañada College. This position had assumed a major role in publicizing a brochure and making extensive personal contacts as an important part of the job of getting the word out about community services.

In the spring of 1974 the new position of box office specialist was added. This title has since been changed to clerk typist. In 1973 the assistant for community services was retitled director of community services, and that position now reports directly to the dean of instruction. The staff presently consists of a director of community services, a full-time secretary, a clerk typist, and student assistants as needed.

It has been the experience at Cañada that the office is in the business of experimenting. Programs are offered as a result of people making requests, but Cañada also has taken the responsibility to offer programs for which there have been no clear-cut request . Although Cañada's programs started with short courses for the simple reason that this was the model the parent college, CSM, was presenting, there has been an attempt to seek a different balance in programming, one consisting of not only short courses and lectures but also workshops and single-night events. At Cañada certain short-term workshops and single events have been considered an important aspect of the total program. Therefore, the college has been prepared to subsidize the cost of some of the programs so that the diverse interests of the community can be met.

The community services program at Cañada College has grown from 12 offerings the first semester in 1969 to 43 offerings in fall 1974 and to 37 offerings in spring 1975.

III. SKYLINE COLLEGE

The Skyline College community services office was established in July 1969, the summer before the college began operation. Two positions were developed: an associate dean of instruction with responsibility for community services programs, continuing education, and summer sessions; and a three-quarters-time community services assistant. A half-time secretary was also employed.

Community services offered two programs the first semester. One was a film series presented in a theater which was still unfinished. The second involved a daytime presentation to the student body by poet Toby Lury. During this first semester the spring program was being developed. These offerings were being patterned along the lines of the successful offerings at CSM, Cañada, and elsewhere.

In 1970, the second year of operation, the community services assistant was made a full-time employee and the program was expanded to a 12-month operation. Skyline then offered the first summer community services program in the District. Included were a children's film festival attracting over 1,100 people, a short course on horticulture, and a course on art and awareness in nature.

During these first two years the community services office set up an active speakers bureau and established a patrons society. The community services officer met with a wide variety of community organizations and media representatives in order to familiarize them with the new college and to seek their advice and support.

It was felt that one of the primary jobs of the community services office was to inform people about the college. It has been found that by bringing the publicity operations under the umbrella of community services, a better job of informing the public has been achieved and public response has been favorable. A concerted effort has been made to bring people to Skyline College to make them aware that the college is their cultural, recreational, and educational center. Community services offered them their first taste of the total program at Skyline--a broad program in continuing education and the traditional day program that was available to them as well.

Recognizing that 40 percent of the San Mateo District citizenry live within a four-mile radius of Skyline College, an attempt to offer a diversified program has been made. A mix of lectures and single-event programs has been more successful than programs which concentrate on short courses. Residents of the north county in general seem to have interests that tend more toward recreational programs and those offerings which provide entertainment along with their learning activity. Many of the early offerings were developed as a result of requests from the community; however, adequate staff time has never been available to research the needs of the service area.

Skyline has continued to develop more community services programs off campus in order to better serve the community. At the present time an approximate 50-50 balance is maintained between programs being offered on campus and off campus.

In 1971 during the tax elections, the community services assistant position time was cut from 12 months to 10 months. The staff then consisted of a half-time associate dean, a 10-month community services assistant, a full-time secretary, and occasional student assistants. Even with these cutbacks, community services attempted to increase its offerings with the reduced staff composition and extremely limited facilities.

Because both continuing education and community services were operating from the same office there was often confusion in identity. For example, beginning in the summer of 1974 community services operated an extensive summer recreation program utilizing most of the physical education and dramatic facilities of the college. This program attracted young people of all ages with widespread success. Although introduced by community services, it was supported largely by the continuing education budget because no community services funds had been available.

In the spring of 1974 the position of associate dean of community services, continuing education, and evening college was separated. The community services assistant and full-time secretary were retained. The community services officer now has responsibility for all community services programs, all community relations, and all school publications. The community services office is responsible for the assignment of all rooms on the campus in addition to those used for community services and for all publications which originate from the campus.

The community services program now consists of 34 offerings in recreational, cultural, and educational fields.

CHAPTER III

THE QUESTION OF BALANCE

I. THE MISSION AND PHILOSOPHY STATEMENT OF THE SAN MATEO COMMUNITY COLLEGE DISTRICT

College District Master Plan 1961-1971

A basic premise of the District's Master Plan was to geographically locate the District's Colleges in close proximity to major population centers throughout the county,

> "in addition to the inevitable limitations of any one site, the factor of geographical convenience for students argues strongly for multiple campuses within the District. For many years California educational leaders have been urging districts to establish junior colleges within 8 miles of the homes of all students in urban or suburban areas. This rule suggests multiple campuses in San Mateo County, inasmuch as the College Heights campus is 15 miles from the north county boundary in Daly City, and 13 miles from the south boundary in Portola Valley."

The Master Plan document spends several pages explaining the complexities and special features of the San Mateo geography. It notes the circuitous routes many students in Linda Mar, for example, must travel in order to attend the College Heights Campus, and then argues that these travel problems can only be solved by the establishment of a north campus. Similar arguments are made for a south campus and a coastside campus.....

> "the philosophy of the San Mateo Junior College District is that every effort should be made to establish campuses within 8 miles of the chief population centers of the District, and further, that campuses should be developed to capacities on the order of 4,000 students. Site plans should be designed to permit expansion, if needed, to accommodate 8,000 or more students."

The original mission and philosophy of the District was to establish 4 community colleges, each within 8 miles of major population centers, each with a full commitment of programs, and a student body of 4,000 to 8,000 students per campus.

The question must then be raised as to how well the District has carried out this original mission and plan. Of the major education divisions, the day division, the evening or continuing education division, and the community services division, it is the latter division which offers the best opportunity for the District to have realized this mission. Community Services, unlike other divisions of the colleges, has more flexibility in adaptations to both facilities and curriculum, and can by its nature be more responsive to curriculum changes, community expressions of need, and finally, it has the greatest flexibility in the hiring and use of personnel. It might, therefore, be expected that of all of the divisions of curriculum, community services would have the best chance to have realized the mission and philosophy statement of the original Master Plan.

This chapter will concern itself with an examination of how well, or to what extent, the Community Services programs have fulfilled the original Master Plan mission and philosophy. In order to answer this question, three principal subject areas will be examined:

1. An analysis of the community services programs will compare the number of course and program offerings, enrollment patterns in each of the colleges, the relationship of the number of course offerings relative to the population of each college's service area, the degree of market penetration in each service area, and the availability and convenience of program offerings in each service area.

2. A comparative budget analysis of the three community services programs in each of the colleges will relate budget expenditures to the demography of each college's service area. Are citizens in each of the three service areas treated equitably, or do citizens, by virtue of their geographical location, receive preferential treatment in the expenditure of community services dollar resources?

3. A comparative study will be made of the student profile by area of residence of those students attending community services programs. This study will examine the actual behavorial patterns of the community services students - do they tend to register in only those courses that are offered by their home college, or do they cross college service area boundaries and register in various community services programs offered by the colleges? If it is found that there are great numbers of students who cross the various college service areas to attend community services programs, can it be shown that there are obvious programatic reasons why students choose to cross these service lines... or, perhaps community services students have never identified with a particular home college or service area in a manner the original Master Plan expected?

II. DEMOGRAPHY OF THE THREE SERVICE AREAS OF THE COLLEGES

The master planning effort organized the San Mateo County demographic data base into three major regions: North, Central, and South. These regions roughly correspond to each of the service areas of Skyline College, College of

San Mateo and Cañada College respectively. Population in these three areas is as follows:

	Population
Region I - The Northern area, Skyline	219,591
Region II - The Central area, CSM	186,175
Region III - The Southern area, Cañada	148,688

The Skyline area constitutes 39.47% of the County's population. The CSM area constitutes 33.47% of the County's population and Cañada's area constitutes 26.73% of the County's population. The CSM region contains exactly one-third of the County's population but the major imbalance exists between Skyline and Cañada.

The most significant differences in age patterns between the three college service areas are as follows:

Senior citizens tend to live in the Central and Southern Regions or the CSM and Cañada areas of the County and to a marked degree they live along the El Camino Real. The CSM service area enjoys the highest percentage of 19 to 24-year-olds and the Skyline area has the greatest percentage of children under ten years of age. Generally speaking, for the whole of San Mateo County, its residents are between 24 and 65 years of age to a significantly greater extent than that of the State or the Nation.

Ethnic patterns in the three service areas reveal the following: The majority of Spanish-American residents of San Mateo County live in the northern regions especially in Daly City and South San Francisco with additional concentrations in North Fair Oaks and nearby tracts of Redwood City. Black

Americans are concentrated to an extremely high degree in the tracts of East Palo Alto and East Menlo Park in the Cañada service area and to a lesser extent in two tracts in Daly City of the Skyline area and in only one tract of the CSM area. Over 70% of all Black Americans in San Mateo County live in the Cañada service area. Most Asian Americans in San Mateo County live in or near tracts with high concentrations of Black and Spanish-Americans though there are other concentrations of Asians not so associated. These tracts are scattered throughout the County and are not located in any one of the college service areas, but are found throughout each of the service areas from the north to the south of the County.

With respect to socio-economic patterns, the County is divided fairly consistently on an east-west pattern. The College of San Mateo and Cañada service areas, almost without exception, have the high socio-economic areas associated with sections of their service areas generally west of the El Camino Real and the poverty areas are generally east of the El Camino Real. In the northern sector the division is not quite so clearly in an east-west direction. Generally speaking, families with the highest incomes are not found in the Skyline service area and families below the poverty level tend to be clustered in tracts in the extreme north and north-eastern sectors of the service area.

Generally speaking, both the Cañada region and the CSM region are characterized by the absence of tracts with median family incomes. Family incomes and housing values tend to lie on the extremes in both of these areas. Areas west of the El Camino, and particularly into the foothills, are characterized by high family income and high housing values while areas east of the El Camino and into the flatlands are often characterized by families with low income and housing values. Two exceptions to this statement are in portions of the Menlo Park area of the Cañada region and in the Foster City area of the CSM region. The Skyline service area has no significant amounts of high family income or high valued housing but it does have some concentrations of low family income tracts and housing of low market value.

It is of interest to note that tracts with the highest percentages of families without an automobile do not closely correspond to those tracts with low incomes. Such tracts were more closely associated with the elderly and tend to be located along the El Camino Real. Tracts with large percentages of families with a female head of family do not correlate closely with those tracts having a high percentage of poverty. Again, such tracts with female heads of family tend to be concentrated along the El Camino Real and by and large parallel the same tracts, primarily in the CSM and Cañada regions, in which one finds a high percentage of senior citizens.

Significant educational patterns in the three service areas of the colleges indicate that both Skyline and Cañada have the highest percentages of residents over twenty-five years of age who have attained less than eight years of schooling while the Central region, CSM's service area, had only three census tracts out of seventeen in its region with a high percentage of residents over twenty-five years of age who have not attained less than eight years of schooling.

Finally, both the Skyline and Cañada areas show a high percentage of sixteen to twenty-one year olds who were neither enrolled in school nor yet graduated from high school. In the Cañada area, these populations tend to live around the El Camino and to its east while in the Skyline area they are scattered throughout the service area with no discernible geographic pattern. In the CSM area very few tracts have high percentages of sixteen to twenty-one year olds who are neither enrolled in school nor yet graduated from high school but those tracts which do have such individuals tend to lie east of the El Camino or along the El Camino.

Occupational characteristics in the Cañada and CSM regions tend to be divided between professional people and service occupations. In the Skyline area the most predominant occupational patterns appeared to be blue collar and paraprofessional categories of occupations.

III. COMMUNITY SERVICES AND MASTER PLANNING

COMMUNITY NEEDS ASSESSMENT RATINGS

Two particular sections of the community needs assessment study of the recent masterplanning effort will be examined in this chapter. ONE section of some nineteen questions dealt with how residents of the Community College District rated various aspects of the District's educational efforts and services. In another section an attempt was made to measure the educational aspirations, attitudes and goals of the community residents. These questions were distributed to five major groups: San Mateo County residents, special community organizations and groups, high school seniors, District college students and District employees.

A stratified random sample of over 4,000 surveys was sent to the community by mail and the masterplanning effort received some 1,600 responses from the community-at-large. This rate of response was more than sufficient to ensure the statistical validity of responses from the community-at-large. Generally speaking, the respondents were characterized by the following:

1. The highest response ratings came from the highest income levels of the community. Almost twice as many people as in any other category answered the survey from higher level incomes.
2. Over 50% of those responding had some kind of previous contact with the College either through a visit, attendance at a single event, or through taking a course.

3. The response level from the minority communities was too low to make any statistically valid conclusions.
4. The average age of the respondents was 43 years.
5. The community respondents were characterized by a preponderance of male respondents but this did not appear to make any significant difference in the way males and females answered the questions.
6. Respondents were approximately twice as familiar with CSM as they were with Cañada or Skyline College.
7. A very large percentage of the respondents (over one-half) have had recent contact with the Colleges, in most cases within the last two years.

A third section of the questionnaire asked citizens what they considered to be the greatest obstacles in attending the Colleges. All groups agreed the most significant obstacles are the lack of transportation and problems associated with parking at the campuses. Another obstacle given a high rating was the inconvenience and cumbersome nature of the registration processes. These responses would indicate that they have a particular relevance for community services, and seem to suggest that community services should make a strong attempt to take its programs to the community, be based in the community at convenient locations to the residents, and be characterized by a simple procedure for registration.

COMMUNITY CITIZENS' RESPONSE TO RATING COLLEGE PERFORMANCE QUESTION RELATED TO COMMUNITY SERVICES

Nineteen questions of the community needs assessment survey asked respondents how well the Colleges were meeting the educational needs of the residents of San Mateo County. Respondents were asked to choose one of four ratings for each question: outstanding, good, satisfactory, unsatisfactory. Six of these nineteen questions have some relevance to the community services program. Interestingly enough, the questions which had the highest percentage of respondents giving an "outstanding" rating was a question involving enrichment education for employed or retired persons desiring to broaden their horizons. Although this question is also related to the Colleges' continuing education programs, it is most directly related to the community service programs of the Colleges. Twenty-five per cent of all four populations (District students, District staff, high school students, and the community residents) gave this question an "outstanding" rating.

Another question asked respondents to rate the responsiveness of the Colleges to community requests for new courses. Again, although this question applies to other areas of the College, it has a very direct relationship to community services. On the question of responsiveness to the community, only slightly more than 50% of the respondents answered the question. Nearly 25% gave the question a good-to-outstanding rating. 20% of the community citizens, when asked this question, gave it a satisfactory rating and 5% gave it an unsatisfactory rating.

Two of the questions dealt with the KCSM television station and FM radio station. Less than 5% of any of the four populations rated the KCSM programming as outstanding. In fact, only about 40% of the respondents bothered to answer the question which may indicate that they did not know anything about the television programming and hence chose not to answer the questions about KCSM TV and radio.

Two of the questions might be said to be at least peripherally related to community services. One dealt with the effectiveness of College public information on course offerings and the other asked respondents to rate the College libraries. Although community services at each of the Colleges is not directly responsible for either of these services, i.e., the public information or the library, they do represent a type of community service. The libraries at each of the Colleges are open to the public and particularly at CSM the library is open during evening hours and thus available to a large segment of the public. Less than 20% of the community citizens felt that the public information on course offerings could be rated outstanding, but another 25% felt it was at least good, and an additional 25% rated it only satisfactory to unsatisfactory. Less than 50% of the citizens bothered to answer the question about the library. This may suggest (as with the television station question) that the citizens are simply not aware the library is available to the public. Approximately 15% rated it outstanding, another 25% rated it good, and 15% rated it satisfactory.

Conclusions on the Ratings

1. A high percentage of community citizens are aware of the enrichment courses that the Colleges offer and 80% answered the question on enrichment. No other question in the ratings had a greater percentage of people scoring a question with an outstanding rating than the enrichment question.

2. Both television and library services had approximately one-half of the respondents answering the question. Both have the potential to be significant community services and yet the fact that nearly one-half of the citizens did not even answer the question may indicate they are unaware that these resources are available to them or that they are not interested in such services.

3. One of the key characteristics of community services courses is their responsiveness to the community. Here again, only 50% of the community citizens bothered to answer this question. Again, it might indicate their lack of awareness about community service opportunities. It must be pointed out, however, that most gave it an outstanding rating, with no one rating it unsatisfactory. The latter is particularly significant because the question applied to all of the Colleges' course offerings. If the question were

narrowed to focus just on community service classes, one would expect the rating to be substantively higher.

COMMUNITY CITIZENS' RESPONSE TO GOAL QUESTIONS RELATED TO COMMUNITY SERVICES

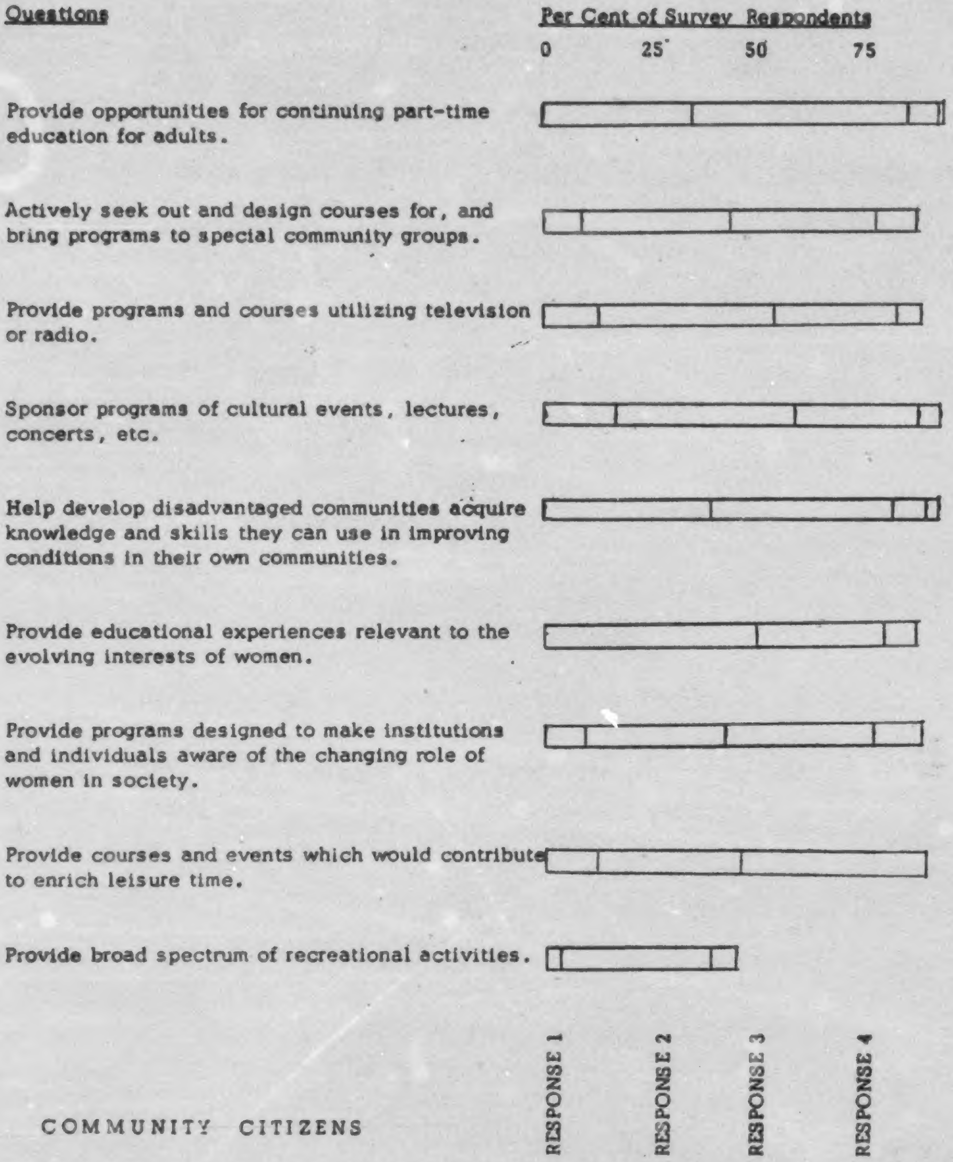
The survey contained six goal questions which are directly relevant to community services. Respondents were asked to indicate whether they thought the goals should be:

Response No. 1: of extensively great importance;
Response No. 2: of great importance;
Response No. 3: of little importance;
Response No. 4: of no importance.

Generally, the community respondents did not rate any of the questions discussed in this section as important as the enrolled students of the District. Even more interesting are the responses of citizens to certain specific questions that relate to their direct interest. Both high school and college students felt that leisure time and recreational activities programs were extremely important (30% of both groups rated such questions as "extremely important"), but few community respondents (12%) felt that such programming was "extremely important." No other goal questions saw as much disagreement between the three groups in ratings as did the questions on leisure time and recreational activities. Community respondents did not give high importance ratings to such goals as college sponsoring of cultural events, courses taught from minority perspectives, courses relevant to women's interests, radio or television courses, courses for special community groups, and programs for leisure time and recreational activities.

County residents attached particularly low importance to goals concerned with programs, courses and other services for ethnic minorities, women, and special groups. These goals were rated lowest of all, but county residents who responded were 70% male and only 4% Black or Spanish. Even though the sex distribution is so heavily male, there was no significant difference in the way male and female populations responded to these questions.

COMMUNITY CITIZENS' RESPONSE TO GOAL QUESTIONS RELATED TO COMMUNITY SERVICES



IV. COMMUNITY SERVICES STUDENT PROFILE

Registration for community services classes is less formal than other segments of college programs. It ranges from not much more than a crowd estimate for certain kinds of single events to a fairly formal procedure for credit-bearing community services courses. The following data on student profile in this chapter was taken from;

1. Computer printouts of information available on students enrolled in credit-bearing courses at the three colleges for the academic year 1974-75.
2. Registration lists provided by the community services directors

    CSM - non-credit and credit classes combined
    Cañada - non-credit classes only
    Skyline - non-credit classes only

The charts generally indicate that a considerable number of residents, between 20 and 30 percent depending on the college, do cross the various college service areas to attend community services classes at a college other than that located in residents service area. The crossing of service areas occurs primarily between adjacent colleges and to the greatest extent between Skyline and College of San Mateo. There does not appear to be any obvious explanation associated with the behavior pattern. The crossing of service areas were not, for example, characteristic of single events or lecture series etc. On the contrary, it seems that the percentages of registratants from other service areas remains remarkably stable regardless of the kind of community services classes. (See Chart entitled Community Services Registrations By Area of Residence - College of San Mateo on pages 44, 45.)

The fact that this behavior is most evident between the central and northern service areas may be as much related to transportation networks as any other factor.

A significant number of community services students do not limit their attendance to the "home" college. It is not possible to conclude whether this one-third of community services students in the central and northern service areas identify with the adjacent college to their service area of residence, whether they have a dual identity and attend both schools, or whether they have no college identity but only a program preference.

Finally, it does not appear to be related to programatic reasons, since Skyline has the smallest number of course offerings of any of the schools but draws a greater percentage of its students from the CSM service area than CSM draws of its students from the Skyline service area. Suspected explanations such as transportation, parking, public information, or identifiable demographic publics all need further investigation and detailed study by the Community Services Directors because this is a significant behavioral pattern.

STUDENT PROFILE

CREDIT CLASSES - COMMUNITY SERVICES - FALL, 1974 - SPRING, 1975

INTRODUCTION

The technical report "Comparison of Student Profile for 1969, 1971 and 1973" contain the same data as the information gathered about students enrolled in Community Services credit courses. Although the Community Services data is for the Fall 1974 and Spring 1975 semesters, general conclusions can be made by a comparison of the data.

All of the discussions regarding these students are concerning only those students registered in credit Community Services courses.

I. ENROLLMENT BY AGE

CANADA COLLEGE

	Fall 1974		Spring 1975	
Age Groupings	No.	%	No.	%
15 - 19	2	.8	7	2.2
20 - 24	62	25.0	58	18.5
25 - 34	41	16.5	82	26.1
35 - 44	61	24.6	74	23.6
45 +	82	33.1	93	29.6
Totals	248	100.	314	100.

COLLEGE OF SAN MATEO

	Fall 1974		Spring 1975	
Age Groupings	No.	%	No.	%
15 - 19	2	1.0	3	2.1
20 - 24	12	7.4	23	16.3
25 - 34	45	27.7	40	28.4
35 - 44	34	20.9	39	27.7
45 +	70	43.0	36	25.5
Totals	163	100.	141	100.

SKYLINE COLLEGE

Age Groupings	Fall 1974 No.	Fall 1974 %	Spring 1975 No.	Spring 1975 %
15 - 19	5	2.7	4	4.9
20 - 24	12	6.4	12	14.6
25 - 34	56	29.8	26	31.7
35 - 44	52	27.6	21	25.6
45 +	63	33.5	19	23.2
Totals	188	100.	82	100.

The majority of day students are in the 15 - 24 year range, the evening students in the 20 - 34 year range while the community services students are predominantly in the 35 and over age range. Community Service programs are reaching an older constituency than the colleges day and evening programs, therefore reinforcing the importance of Community Services in introducing new students to the colleges.

II. CITY OF RESIDENCE

CANADA COLLEGE

City	Fall 1974 No.	Fall 1974 %*	Spring 1975 No.	Spring 1975 %*
Atherton	16	6.5	18	5.7
Belmont	8	3.2	18	5.7
Burlingame	10	4.0	4	1.3
Daly City	2		1	
East Palo Alto	11	4.4	1	
El Granada	1		0	
Foster City	2		2	
Half Moon Bay	0		1	
Hillsborough	8	3.2	2	
Los Altos	4	1.6	2	
Los Altos Hills	1		0	
Los Gatos	1		1	
Menlo Park	44	17.7	75	23.9
Millbrae	0		5	1.6
Montara	1		0	
Moss Beach	1		0	
Mountain View	3	1.2	4	1.3
Newark	0		1	
Pacifica	4	1.6	0	
Palo Alto	17	6.9	21	8.5
Portola Valley	19	7.7	11	4.4
Redwood City	51	20.6	93	29.6
San Bruno	3	1.2	1	
San Carlos	13	5.2	22	8.9
San Mateo	20	8.1	11	4.4

City	Fall 1974		Spring 1975	
	No.	%*	No.	%*
Santa Clara	0		2	
Stanford	0		1	
Sunnyvale	0		1	
Union City	0		1	
Woodside	8	3.2	14	5.6
Totals	248		314	
Out of District	26		34	

*Percent shown where 1% or more.

COLLEGE OF SAN MATEO

City	Fall 1974		Spring 1975	
	No.	%*	No.	%*
Alameda	1		0	
Atherton	2	1.2	1	
Belmont	9	5.5	8	5.7
Brisbane	1		0	
Burlingame	13	8.0	11	7.8
Campbell	1		0	
Cupertino	1		0	
Daly City	7	4.3	5	3.5
El Granada	1		4	2.8
Foster City	8	4.9	4	2.8
Fremont	3	1.8	1	
Fort Bragg	2	1.2	0	
Half Moon Bay	2	1.2	7	4.4
Hayward	1		0	
Healdsburg	1		0	
Hillsborough	4	2.4	3	2.1
Los Altos	1		0	
Menlo Park	2	1.2	2	1.4
Millbrae	11	6.7	9	6.4
Montara	2	1.2	3	2.1
Moss Beach	0		2	
Oakland	2	1.2	1	
Pacifica	2	1.2	2	1.4
Palo Alto	2	1.2	0	
Petaluma	1		0	
Pleasant Hill	1		0	
Redwood City	4	2.4	8	5.7
San Bruno	15	9.2	15	10.6
San Carlos	8	4.9	6	4.3
San Francisco	7	4.3	5	3.5
San Jose	2	1.2	0	
San Leandro	1		0	
San Mateo	33	20.2	36	25.5
San Rafael	1		0	
Santa Rosa	1		0	
Saratoga	1		0	
South San Francisco	5	2.4	3	2.1
Sunnyvale	1		0	
Vacaville	1		0	

City	Fall 1974 No.	Fall 1974 %*	Spring 1975 No.	Spring 1975 %*
Windsor	1		0	
Woodside	1		2	1.4
Totals	163		141	
Out of District	32	19.8	7	5.0

*Percent shown where 1% or more.

SKYLINE COLLEGE

City	Fall 1974 No.	Fall 1974 %*	Spring 1975 No.	Spring 1975 %*
Belmont	4	2.1	0	
Brisbane	1		1	1.2
Burlingame	11	5.9	4	4.8
Colma	1		1	1.2
Daly City	21	11.6	12	14.5
Foster City	0		1	1.2
Hillsborough	0		1	1.2
Menlo Park	0		1	1.2
Millbrae	13	7.1	3	3.6
Montara	0		1	1.2
Pacifica	24	12.8	16	19.3
Redwood City	4	2.1	1	1.2
San Bruno	34	18.1	8	9.6
San Carlos	2	1.1	1	1.2
San Francisco	27	14.4	17	20.5
San Mateo	16	8.5	4	4.8
South San Francisco	29	15.4	6	7.2
Sunnyvale	1		0	
Totals	188		83	
Out of District	28	14.9	17	20.5

*Percent shown where 1% or more.

Both Skyline and Canada draw students predominantly from their service areas while College of San Mateo draws students from a wider range of cities within the San Mateo Community College District. CSM's program offerings seem to have a wider base of appeal than Skyline or Canada's programs. This fact is consistent with the draw of CSM for day and evening students.

While CSM enrolls proportionately fewer students from out of the SMCCD, CSM and Skyline draw a substantial number from out of the district. The city of San Francisco contributes a significant percentage of students to the program at Skyline College. The percentage of students attending Community Service courses from out of the district is less than the percentage for day and evening students.

III. ETHNIC DISTRIBUTION

CANADA COLLEGE

	Fall 1974		Spring 1975	
	No.	%*	No.	%*
American Indian	0	0	0	0
Black	10	4.0	1	.3
Oriental	0	0	3	1.0
Spanish Surname	4	1.6	3	1.0
Other Non-White	86	34.7	8	2.5
Totals	100	40.3	15	4.8

*Percentage of Total Enrollment.

COLLEGE OF SAN MATEO

	Fall 1974		Spring 1975	
	No.	%*	No.	%*
American Indian	2	1.2	0	0
Black	1	.6	1	.7
Oriental	1	.6	2	1.4
Spanish Surname	3	1.8	4	2.9
Other Non-White	13	8.0	2	1.4
Totals	20	12.2	9	6.4

*Percentage of Total Enrollment.

SKYLINE COLLEGE

	Fall 1974		Spring 1975	
	No.	%*	No.	%*
American Indian	1	.5	0	0
Black	0	0	0	0
Oriental	7	3.7	2	2.5
Spanish Surname	2	1.1	1	1.2
Other Non-White	7	3.7	1	1.2
Totals	17	9.0	4	4.9

*Percentage of Total Enrollment.

The semester totals of ethnic students are all below the percentages for day and evening students. In general the percentage of ethnic students in Community Services classes are less than one-half of the percentage for day and evening students. The exception to this pattern is Canada College for Fall 1974 and the reason for their high figure for "Other Non-White" is a problem in the coding of the applications to the courses. Students were coded incorrectly into "other non-white".

A comparison of the three student bodies gives support to the statement that Community Service courses appear to be designed for middle and upper-middle class white students. It is interesting to note that in Fall 1974 and Spring 1975, Skyline College did not enroll any black students in any community service courses.

IV. ENROLLMENT BY SEX

	Fall 1974		Spring 1975	
	No.	%	No.	%
Cañada				
Female	192	77	274	87
Male	56	23	40	13
College of San Mateo				
Female	124	76	90	64
Male	39	24	51	36
Skyline				
Female	116	62	59	72
Male	72	38	23	28

While the balance between female and male students is nearly 50/50 for day and evening students, the balance ranges from 62% female to 38% male up to 87% female to 13% male. The student body for Community Service classes tends to be 2/3 female, and 1/3 male students. The program audience for community service courses appears to be predominantly aimed at the female sector of our district or their response to the programs is higher than that of men.

COMMUNITY SERVICES REGISTRATIONS BY AREA OF RESIDENCE

FALL 1974

COLLEGE OF SAN MATEO

SHORT COURSE

North Peninsula - 14%
Mid-Peninsula - 72%
South Peninsula - 10%
Out of District - 4%

WORKSHOPS, SEMINARS & CONFERENCES

North Peninsula - 15%
Mid-Peninsula - 61%
South Peninsula - 14%
Out of District - 10%

FILM SERIES		Sunday Series
North Peninsula	- 5%	6%
Mid-Peninsula	- 90%	63%
South Peninsula	- 1%	14%
Out of District	- 4%	17%

LECTURE SERIES & SINGLE LECTURE

North Peninsula - 13%
Mid-Peninsula - 77%
South Peninsula - 5%
Out of District - 4%

TOTAL NUMBERS

North Peninsula - 14%
Mid-Peninsula - 69%
South Peninsula - 11%
Out of District - 6%

OUT OF DISTRICT CITIES

Los Altos - 1
San Jose - 7
San Francisco - 52
Hayward - 1
Saratoga - 1
Palo Alto - 31
Mountain View - 5
Cupertino - 3
Larkspur - 1
Concord - 1
Piedmont - 1
Alameda - 2
San Rafael - 3
Monterey - 1
San Anselmo - 1
Novato - 1
Hayward - 1
Santa Clara - 1
Berkeley - 2
Napa - 1
Oakland - 6
San Luis Obispo - 1
Sunnyvale - 1
Newark - 1
Santa Cruz - 2
Castro Valley - 2
Union City, New Jersey - 1

*include all formal registrations, both credit and non-credit.

COMMUNITY SERVICES REGISTRATIONS BY AREA OF RESIDENCE

SPRING 1975

COLLEGE OF SAN MATEO

SHORT COURSE

North Peninsula - 14%
Mid-Peninsula - 70%
South Peninsula - 9%
Out of District - 7%

LECTURE SERIES & SINGLE LECTURE

North Peninsula - 7%
Mid-Peninsula - 63%
South Peninsula - 13%
Out of District - 17%

WORKSHOP, SEMINAR & CONFERENCE

North Peninsula - 12%
Mid-Peninsula - 48%
South Peninsula - 14%
Out of District - 26%

SPRING INSTITUTE

North Peninsula - 12%
Mid-Peninsula - 58%
South Peninsula - 15%
Out of Districe - 15%

TOTAL NUMBERS

North Peninsula - 13%
Mid-Peninsula - 61%
South Peninsula - 11%
Out of District - 15%

* Includes all formal registrations, both credit and non-credit.

OUT OF DISTRICT CITIES

Newark - 1
Monta Vista - 1
Escalon - 1
Berkeley - 2
Loma Mar - 1
Fremont - 10
Walnut Creek - 4
Castro Valley - 4
Oakland - 15
Petaluma - 1
Los Gatos - 1
San Leandro - 6
Alameda - 5
Concord - 1
Pleasant Hill - 1
Campbell - 3
Union City - 3
Sunnyvale - 24
Hayward - 11
Richmond - 3
Santa Clara - 13
San Lorenzo - 3
Stanford - 6
Lafayette - 2
Boulder Creek - 1
Larkspur - 1
Santa Rosa - 4
St. Helena - 1
El Cerrito - 1
Los Gatos - 3
San Rafael - 3
Cupertino - 5
Milpitas - 2
Dublin - 1
Sebastopol - 1
Antioch - 2
Danville - 2
Mill Valley - 1
Sausalito - 1
Saratoga - 1
Orinda - 1
Tiburon - 2
Sacramento - 8
Vacaville - 1
Novato - 1
Carmichael - 1
Gilroy - 1
Citrus Heights - 1
Benicia - 1
Modesto - 1
Pleasanton - 1
Livermore - 1
Los Angeles - 1
Anchorage, Alaska - 1

COMMUNITY SERVICE STUDENT PROFILE

COLLEGE SERVICE AREAS

	Skyline College				College of San Mateo				Cañada College			
	Skyline	CSM	Cañada	Out-Dist.	Skyline	CSM	Cañada	Out-Dist.	Skyline	CSM	Cañada	Out-District
Non-Credit Spring 1975	49.5%	30%	5.5%	15.5%*	---	---	---	---	2%	12%	69%	18%
All Courses												
1974 Fall					14%	69%	11%	6%				
1975 Spring					13%	61%	11%	15%				
Credit 1974-75	57 %	22%	3%	17 %*	18%	56%	12%	13%	2%	17%	71%	11%

*Skyline College Out-of-District is largely San Francisco

SEX

	Skyline		CSM		Cañada		District	
	M	F	M	F	M	F	M	F
Non-Credit Spring 1975	51%	48%	--	--	31%	69%	41%	59%
Credit 1974-1975	33%	67%	30%	70%	18%	82%	27%	73%

TOTAL ATTENDANCE FROM ANOTHER COLLEGE SERVICE AREA

	Skyline	CSM	Cañada
Non-Credit Spring 1975	35%	--	14%
Credit 1974-1975	25%	30%	19%
All Courses 1974-75	--	24.5%	---

BF:bem
5/27/75

V. A COMPARATIVE ANALYSIS OF COMMUNITY SERVICES PROGRAM ELEMENTS

Directors of Community Services at each of the colleges were asked a series of questions related to community services programs and operations at their colleges. Interview questions with Community Services Directors attempted to cover the following subject matter:

1. The philosophy and mission statements of each of the various community services programs.
2. Do they have a statement of objectives and if so, how do they compare?
3. Director's understandings of the service area concept. Does a system or format exist to coordinate curriculum offerings or scheduling?
4. The balance (both at the colleges and between colleges) or comparison of types of programs offered in each service area.
5. Comparison of how each of the community services units determine and monitor the assessment of community needs.
6. The balance of free or low cost programs to high cost and fee programs.
7. Some conclusions about what kind of constituency the bulk of the programs appear to be serving or are aimed at....lower classes, upper middle classes, organizations, etc. Does the curriculum offering appear to fit the demography characteristics?
8. What are the various institutional criteria for such things as:
    a. Why a course is a Community Services course or a Continuing Education course.
    b. Criteria for which are credit and non-credit courses.
    c. Criteria for which courses are charged "fees" and fee rates.

d. System for closing a class.

e. Pay schedules and faculty remuneration.

f. Internal criteria and process for curriculum development and approval. Is it tied to regular school curriculum committee process, separate, etc? Where does curriculum development initiate, community, faculty, associations, etc?

g. Methods of program evaluation and record keeping.

9. Comparison of the Community Services registration process at each of the institutions.

A. THE PHILOSOPHY AND MISSION OF COMMUNITY SERVICES

CAÑADA COLLEGE

The community services office works toward a balanced program although the personal growth programs are the most popular. Not many programs are offered in "crafts" courses as the local high schools are active in this area.

The director holds the belief that almost any program can be successful with proper publicity and promotion. There is not a great deal of difference in the constituencies in the college service areas but the programs offered appear to reflect the personality of the community services directors more than the demography of their specific service area.

Most ideas for programs come from the community with its faculty providing some input for programs and the community services office initiating the least number of programs. The programs generated by the community are in response to community desires.

There should be some credit courses offered because a number of students desire college credit. Credit courses allow for experimentation in new course offerings and also promote a relationship between the faculty and the community services office.

At one time an advisory committee for community services existed and was influential in the direction of the community services programs. The advisory committee ceased to function after the Community Services Director was cut to half time in 1972 but was re-constituted with the establishment of a full time director in the Fall of 1974.

There now exists some program coordination between the three colleges but this coordination could be improved. There should remain a college identity with the community services program but a more closely coordinated programming between the colleges is needed.

There is a strong need for a community needs assessment concerning community services that would be of assistance in determining the program directions of community services.

With adequate staff and financing, the number of community services programs offered at Cañada College could be doubled. There is at least that much demand from the faculty and the community for additional programs.

COLLEGE OF SAN MATEO

There is an effort made to offer a balance of programs as noted in the Education Code. Programs are offered in short courses, workshops, and lectures and are based upon community requests. Short courses are offered for both credit and non-credit. Other factors taken into account in presenting a balanced program are time modules, ethnic minorities, age, sex, occupational needs and other identified constituencies. There is a constant pressure from various occupations to update skills and techniques.

The community services office receives over 300 requests per year for community services programs. In addition to this number, the community services office seeks out requests from additional groups in the community. The community services office constantly works with the community in setting up new courses and programs.

The community services office at College of San Mateo feels that the college cannot compete with the rich cultural activities in the area and, therefore, does not plan many cultural programs.

If adequate staff and resources were available, the community services program at College of San Mateo could easily be tripled, based upon current demands for programs.

The community services office uses community surveys to determine community needs. The community services staff makes contacts in the community at places of employment to determine what people want.

The source for new programs is approximately 50% from the community, 25% from the faculty, and 25% from the community services office. Very often people active in one program will generate an idea for a new program. All "activity" programs are product oriented--the students produce something they can keep or use.

The director believes that the recovery policy strengthens the community services program. This policy forces the community services office to more directly evaluate the programs offered.

Although the community services office does have a number of methods of evaluating its programs, there is a need for a sophisticated system of community needs assessment.

SKYLINE COLLEGE

The community services office attempts to provide a balance between educational, cultural and social programs. However, the experience has been that activity or self-development courses attract more enrollments than the educational programs. The program offerings are influenced by the local community and the "hands on" and doing programs are more successful than programs more "academic" in nature.

Approximately 60% of ideas for new courses come from the community while 30% are generated in the community services office and 10% come from the faculty at the college.

Because of the recovery policy, the community services program is less experimental than it could be provided this policy did not exist. Successful programs are repeated to provide income to offset experimental or less popular programs. The community services office could be more responsive to some community groups (including ethnic minorities) if the recovery policy did not exist. This policy is a limiting factor to a more balanced community services program at Skyline College.

Short courses for college credit are offered but an effort is made to balance this type of offering with other programs. A specific effort is made to not present a total "credit program".

There should be more coordination between the three colleges regarding program offerings. There seems to be some reluctance to do this due to the fear of plagerism of one another's programs. The joint meetings now are too infrequent.

B. INSTITUTIONAL CRITERIA

CAÑADA

1. Why is a course designated Community Services or Continuing Education?

   Short courses have historically been offered through community services. All non-credit courses are offered through community services. Courses in community services are more limited in nature and subject matter than continuing education courses. Community services courses tend to be more temporary in nature, in interest and subject matter.

2. System for closing a class.

   Courses are cancelled when enrollments are too low to meet the costs of the course.

3. Pay schedules and faculty remuneration.

   Cañada tends to use the maximum rate for instructors whenever possible.

4. Internal criteria and process for curriculum development and approval. (Is it tied to regular school curriculum committee process, separate, etc?)

   Credit courses are approved by the appropriate Division

Chairperson and then the Curriculum Committee. Non-credit courses are sent to divisions and the Curriculum Committee for information only.

5. Methods of program evaluation

Evaluation is by class attendance and a survey form completed by class enrollees.

COLLEGE OF SAN MATEO

1. Why is a course designated Community Services or Continuing Education?

All short courses at CSM are community services courses. This is historically true. Community services courses are not used for a degree, license or certificate and appeal to a different constituency. Community services courses are more experimental in nature than evening classes and are designed to meet specific limited needs.

2. System for closing a class

The cancelling of a class is left to the decision of the instructor. Since his pay is based upon the enrollment, the basic question is what salary is he willing to work for?

3. Pay schedules and faculty remuneration

The maximum allowed in this district is used in 95% of the cases.

4. Internal criteria and process for curriculum development and approval.

(Is it tied to regular school curriculum committee process, separate, etc?)

Credit and non-credit course descriptions are sent to Division Chairpersons but only credit courses require an approval. The courses are then forwarded to the Instruction Committee for approval.

5. Methods of program evaluation

A two-page evaluation form is completed by approximately 50% of the enrollees in community services courses. Both participating constituents and officers of community organizations are asked to evaluate the effectiveness of community services programs. The Director of Community Services conducts random sample telephone follow-up evaluations of community services programs.

SKYLINE

1. Why is a course designated Community Services or Continuing Education?

Community services courses are less "academic" than Continuing Education classes and are often experimental in nature. The courses are more craft and "hands on" than courses in the regular curriculum. Continuing Education has been offered successful community services courses but have not had the financing to incorporate the courses into the Continuing Education program.

2. System for closing a class

Courses are cancelled when the enrollment will not pay for the costs of the course.

3. Pay schedules and faculty remuneration

Pay rates are similar to Continuing Education pay rates. The maximum rate is paid for instructors used the second or third time. For non-district instructors, rates are paid that are agreeable between the community services office and the instructor.

4. Internal criteria and process for curriculum development and approval.

   (Is it tied to regular school curriculum committee process, separate, etc?)

   Credit courses must be approved by the appropriate Division Chairperson and the Community Services Committee. Non-credit courses are sent to the same office for information only.

5. Methods of program evaluation

   Evaluation is not usually performed because of limited community services staff, however, those courses where a complaint occurs are evaluated by the community services office.

C. BALANCE OF PROGRAMS

COMMUNITY SERVICES PROGRAM CLASSIFICATION

There are, of course, many ways in which one might analyze the total range of community services offerings. Various systems of taxonomy have been created, but for purposes of the following charts, community services course offerings have been divided into four kinds of formats;

1. The 1974-75 year, presents community services curriculum in terms of the number of short courses, semester-long courses, concerts, single-event programs, and special event programs that each of the colleges offer.
2. For the 1974-75 year only, community services programs are presented in terms of their subject matter origins or discipline origins.

3. For the years Fall 1970-Spring 1975 the total community services program offering at the three colleges is divided into major subject categories as follows: Communications and language. This category would include all english courses and language courses and courses that deal specifically with communication attempts, such as journalism instruction, media instruction, etc; Science/math/technology. This category would include courses from the science areas and math areas, and any courses dealing with the effects of modern technology on environment and culture; Health/P.E./recreation. This category deals with all courses directed toward the general improvement of health information in the community, medical education and recreational activities of a physical nature, such as fly-fishing courses, skiing, tennis, etc; Personal enrichment and self-development. This category is the broadest category and includes any course that relates to the person's self-development, the person's cultural enrichment or awareness, and would include courses in general history, travel, drama, many of the fine arts, etc; Business/management/public administration. This category includes courses which have an obvious business orientation, such as retail sales management, and analysis training, management development and other courses designed to improve the effectiveness of public administration in general; Consumerism and do-it-yourself skills. This category includes any course designed to help individuals or groups benefit themselves through more informed

purchasing, and includes that array of courses designed for people to do an activity skill that leads to their own personal benefit, but is not essentially designed to produce a profit; Community services and development. This category deals with those courses which are sponsored or co-sponsored by the community services offices with local agencies and associations. It includes such programs as Senior Citizens Days, programs on the social security benefits, medical and health benefits, etc., and programs such as the education and familiarity of community citizens with public administration of justice agencies. Occupational Education. This category is distinguished by courses or programs that are designed for specific in-service training or preparation of individuals or groups for various occupations. It might include such programs as pharmacology for nurses; Contemporary social and political issues. This category is distinguished from the Community Services and Development category by focusing on current and contemporary issues that are national or international in scope, such as the recognition of Red China, its meaning for the United States, or the historical development of the women's movement.

4. For the years 1970-1971, 1972-1973 and 1974-1975, Community Services programs were divided into three major functional categories; Self-Development Functions: Those functions and activities of the college primarily focused upon the needs, aspirations, and potentialities of individuals or informal groups of individuals to help them achieve a

greater degree of personal self-realization and fulfillment.

Community Development Functions: Those functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies and institutions to improve the physical, social, economic, and political environment of the community (e.g., housing, transportation, air pollution, human relations, public safety, etc.)

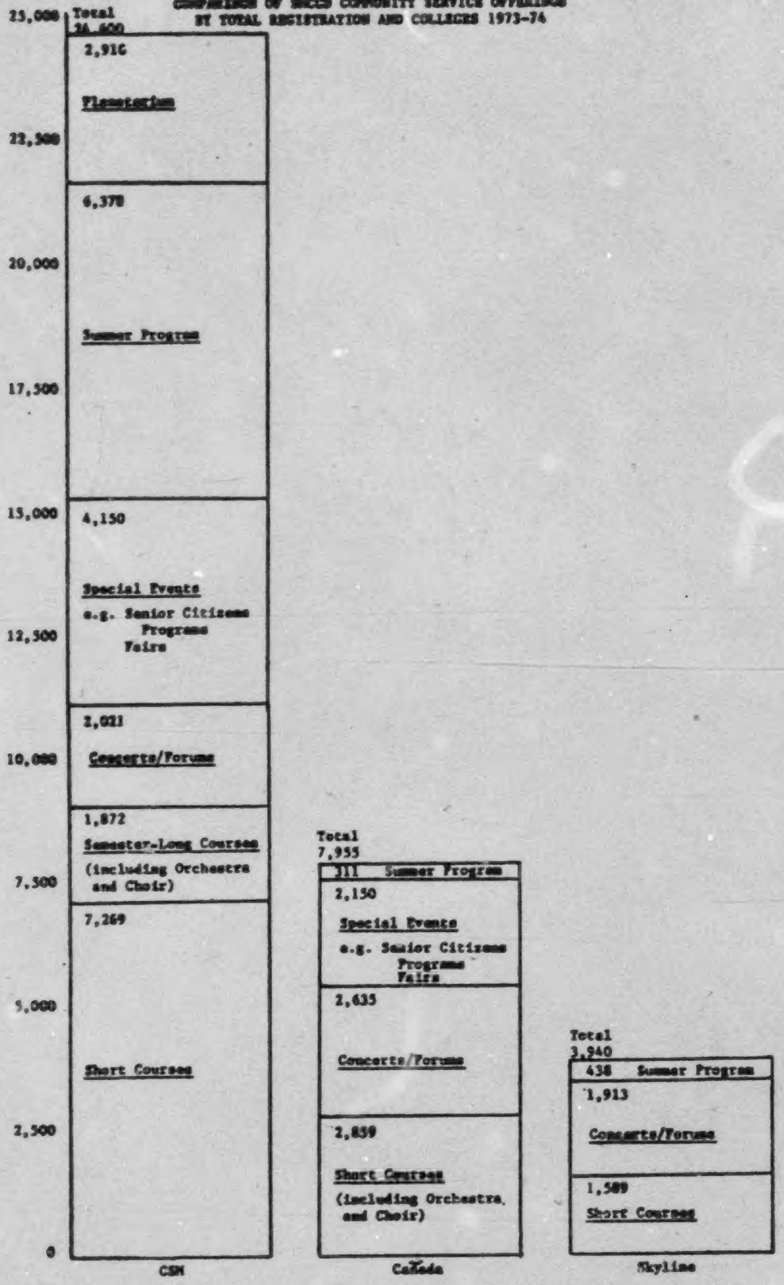
Program Development Functions: Those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate outcomes. (e.g., community use of college facilities, professional assistance in conference planning to community groups, program management, etc.)*

If adequate staff and resources were provided, the program offered at Skyline could be doubled. This would also result in an ability to provide a better balance in the types of program offered.

* It is important to note that many of the activities associated with this function are assigned to other administrative officers in the colleges and hence the chart does not accurately reflect the magnitude of the colleges' efforts in this functional category.

CHART I

COMPARISON OF SMCCD COMMUNITY SERVICE OFFERINGS
BY TOTAL REGISTRATION AND COLLEGES 1973-74



Source: Compiled by TAI from SMCCD Community Services data 1973-74.

CHART II
Page 1 of 2

SMCCD CREDIT AND NON-CREDIT OFFERINGS[1/]
SUBJECT AREA, FALL 1974 AND SPRING 1975

Subject Area	Credit		Non-Credit		Total	
	Fall 1974	Spring 1975	Fall 1974	Spring 1975	Fall 1974	Spring 1975
Business						
Canada	—	—	—	—	—	—
CSM	1	2	6	10	7	12
Skyline	—	—	—	—	—	—
Consumer Arts and Science						
Canada	3	1	1	1	4	2
CSM	—	—	5	6	5	6
Skyline	1	—	1	2	2	2
English						
Canada	—	1	2	2	2	3
CSM	3	4	3	2	6	6
Skyline	1	2	—	—	1	2
Fine Arts						
Canada	2	—	1	5	3	5
CSM	2	5	9	8	11	13
Skyline	3	2	5	6	8	8
Foreign Languages						
Canada	—	—	—	—	—	—
CSM	—	1	1	3	1	4
Skyline	—	—	—	—	—	—
Health						
Canada	—	—	2	1	2	1
CSM	1	2	3	—	4	2
Skyline	—	—	—	—	—	—
Life Science						
Canada	1	—	2	1	3	1
CSM	—	3	3	6	3	9
Skyline	—	1	3	2	3	3
Math/Engineering						
Canada	—	—	—	—	—	—
CSM	1	—	1	1	2	1
Skyline	—	—	—	—	—	—
P.E./Recreation						
Canada	—	—	2	2	2	2
CSM	1	—	5	9	6	9
Skyline	1	2	3	2	4	4

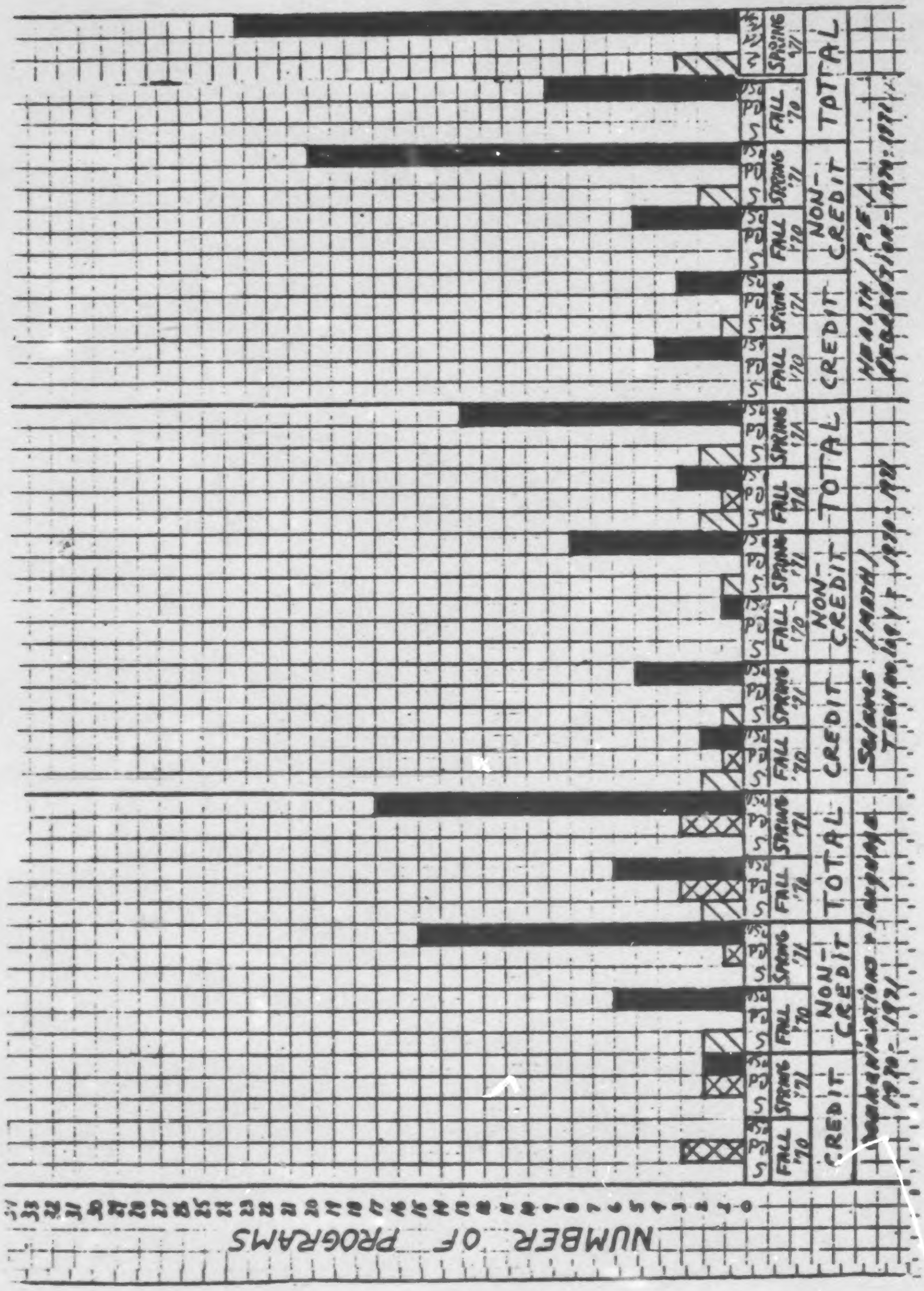
[1/] Includes all program offerings; e.g., Short Courses, Concerts, Special Events, Special Activities.

CHART II
Page 2 of 2

Subject Area	Credit		Non-Credit		Total	
	Fall 1974	Spring 1975	Fall 1974	Spring 1975	Fall 1974	Spring 1975
Physical Science						
Canada	—	1	—	—	—	1
CSM	1	1	2	2	3	3
Skyline	—	—	—	—	—	—
Social Science						
Canada	10	6	13	14	23	20
CSM	9	6	16	13	25	19
Skyline	2	2	6	7	8	9
Technology						
Canada	—	—	2	1	2	1
CSM	—	—	4	6	4	6
Skyline	—	—	—	—	—	—
Special Subjects						
Canada	—	—	—	—	—	—
CSM	—	—	2	1	2	1
Skyline	—	—	1	2	1	2
TOTALS						
Canada	16	9	25	27	41	36
CSM	19	24	60	67	79	91
Skyline	8	9	19	21	27	30

Source: Compiled by TAI from Board Report No. 73-8-1C, 73-7-3B, 4B and 74-12-2B, 3B, 4B.

CHART III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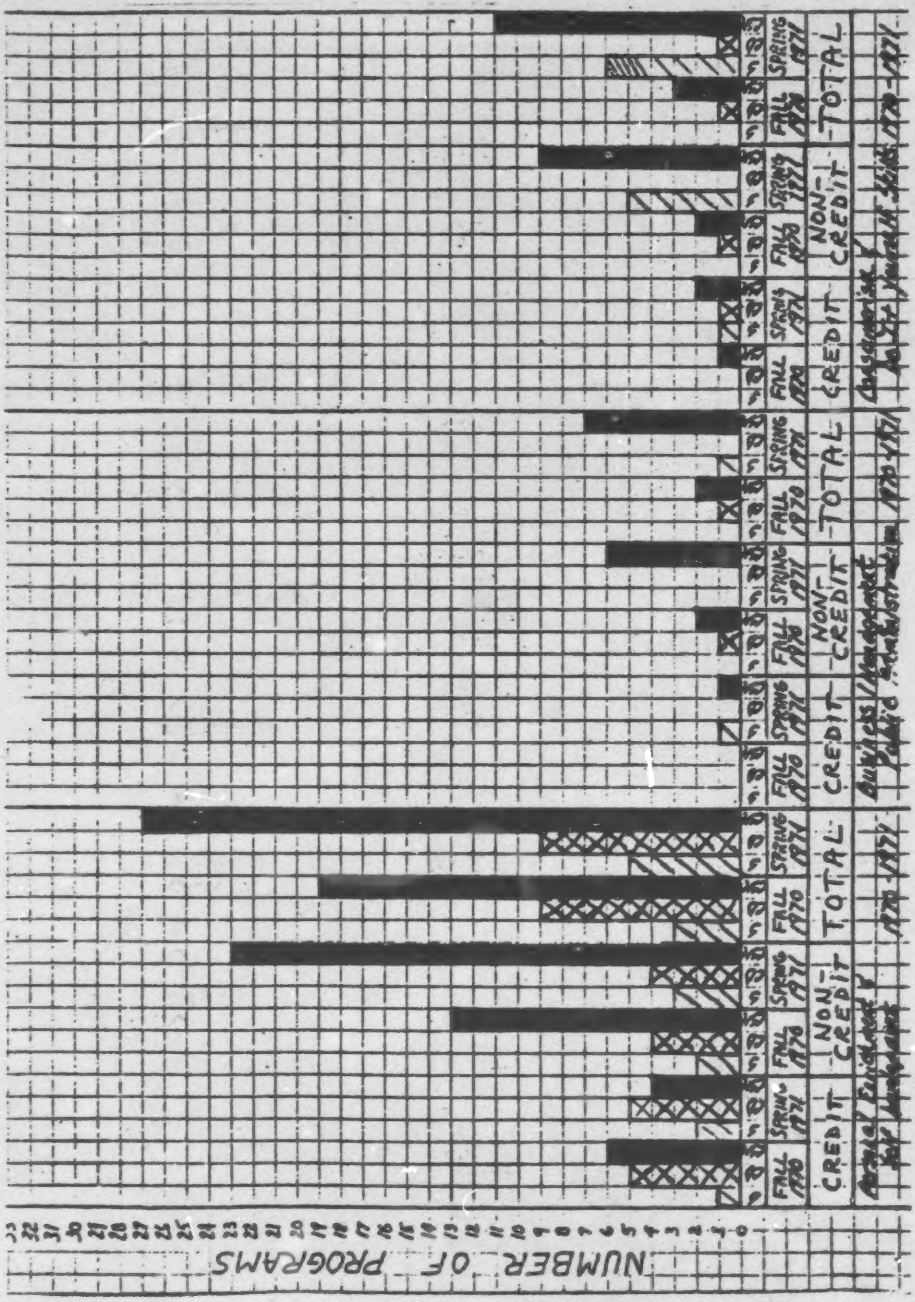
FALL '70
SPRING '71
CREDIT
NON-CREDIT
TOTAL
COMMUNICATIONS & LANGUAGE 1970-1971
SCIENCE/MATH/TECHNOLOGY 1970-1971
HEALTH/P.E./RECREATION 1970-1971

CHART III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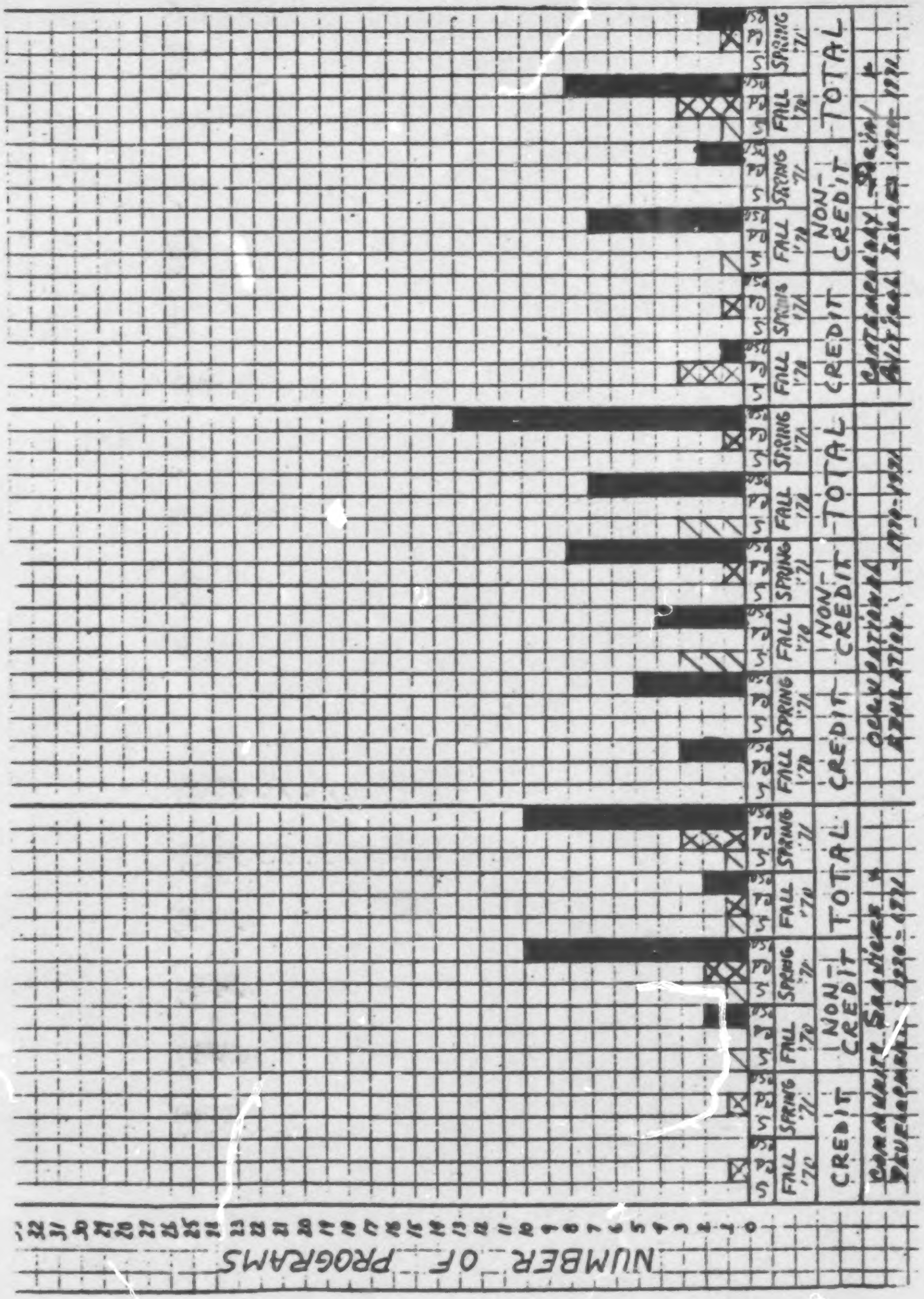
FALL 1970
SPRING 1971
CREDIT
NON-CREDIT
TOTAL
1970-1971

CHART III



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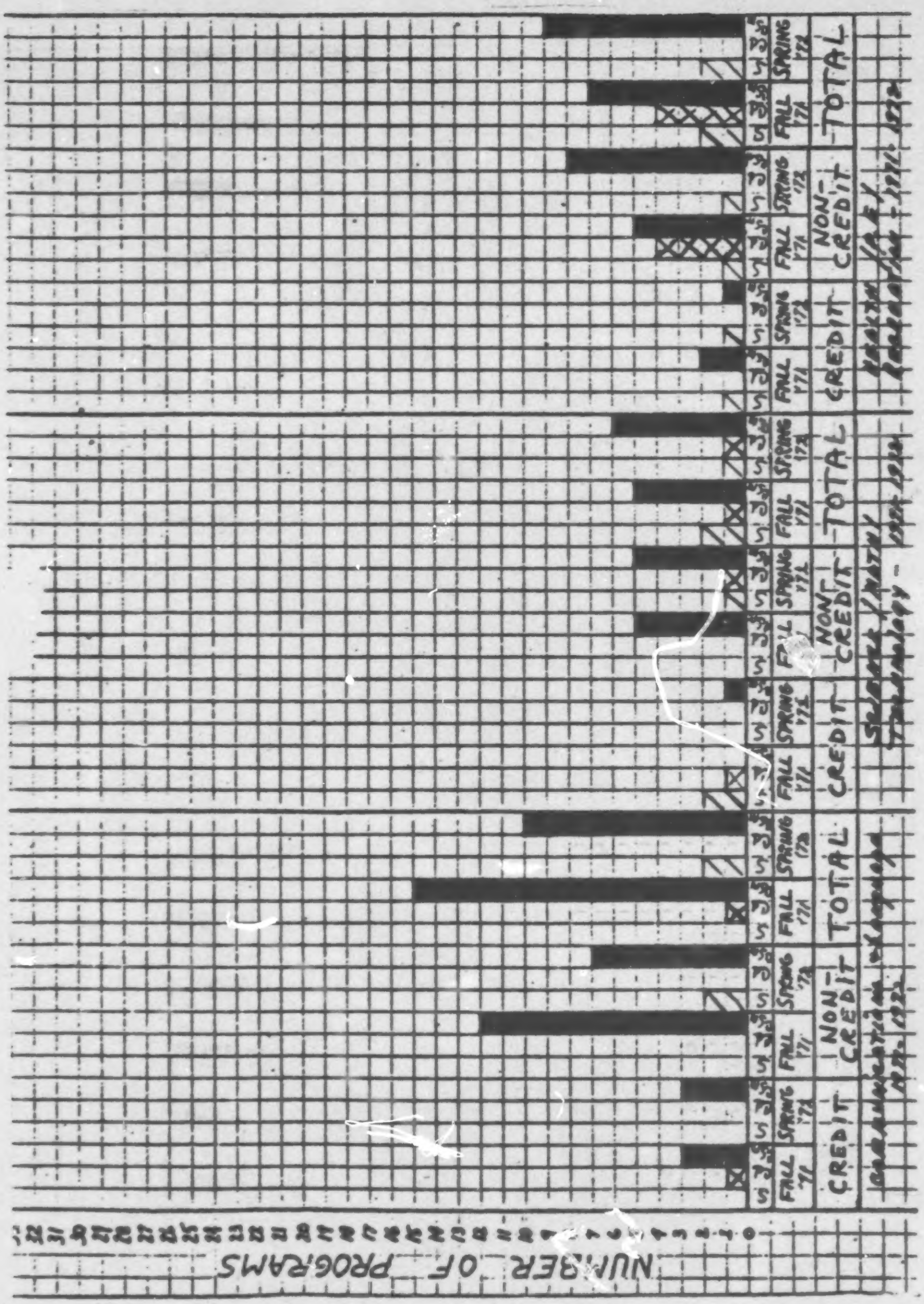

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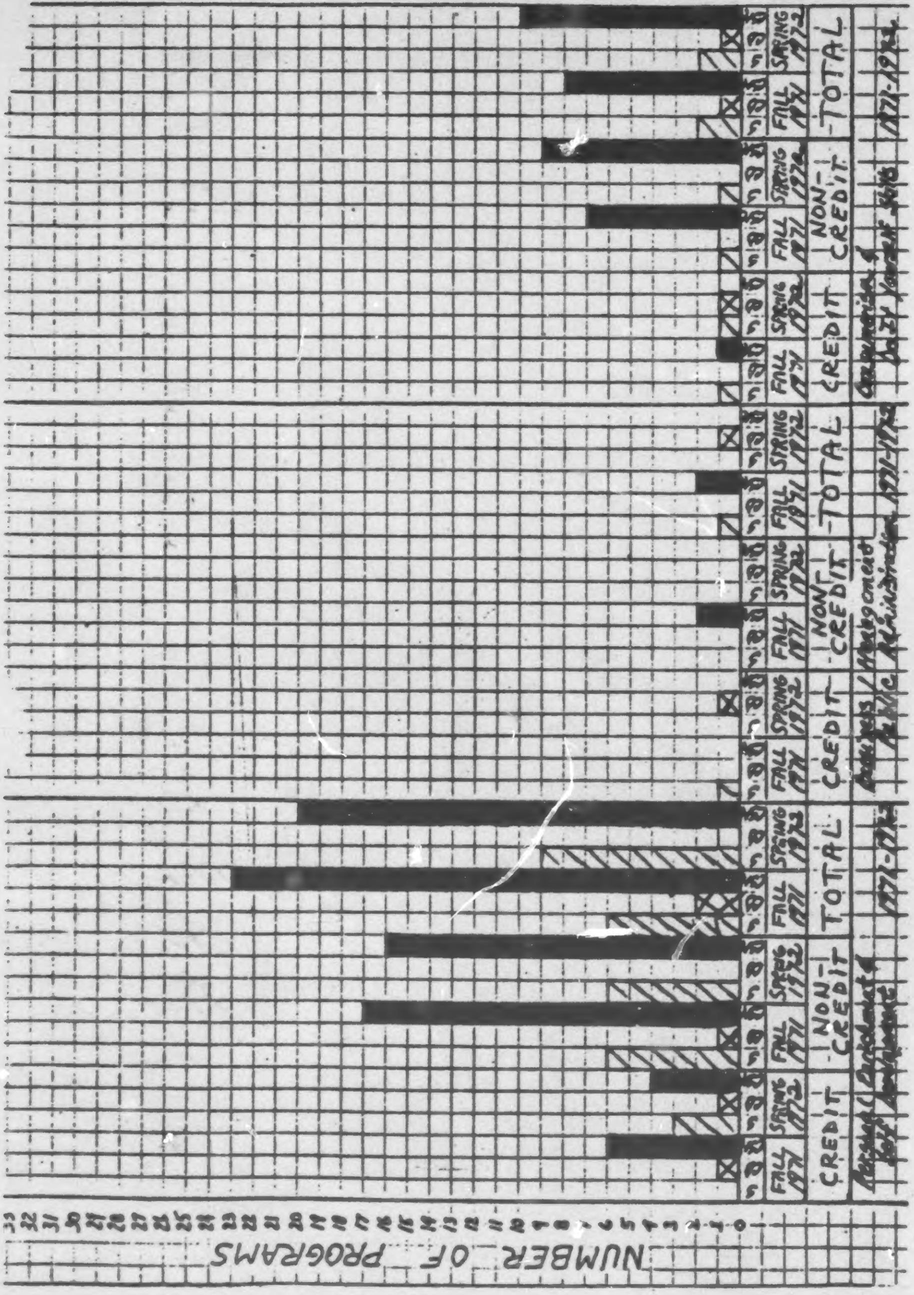
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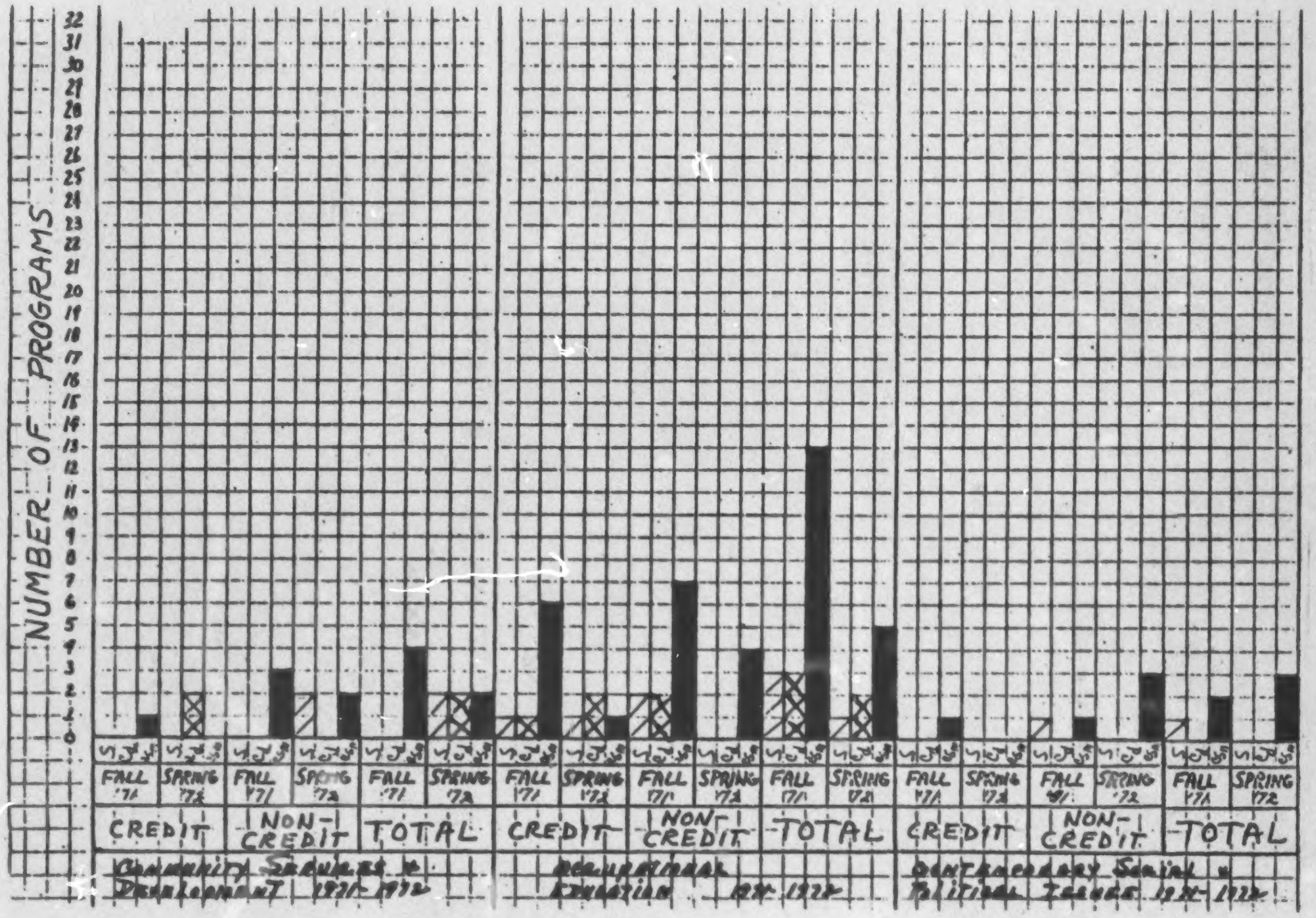
FALL 1971
SPRING 1972
CREDIT
NON-CREDIT
TOTAL
Personal Enrichment & Self Development
1971-1972
Business / Management Public Administration
1971-1972
Consumerism & Do-It Yourself Skills
1971-1972

CHART III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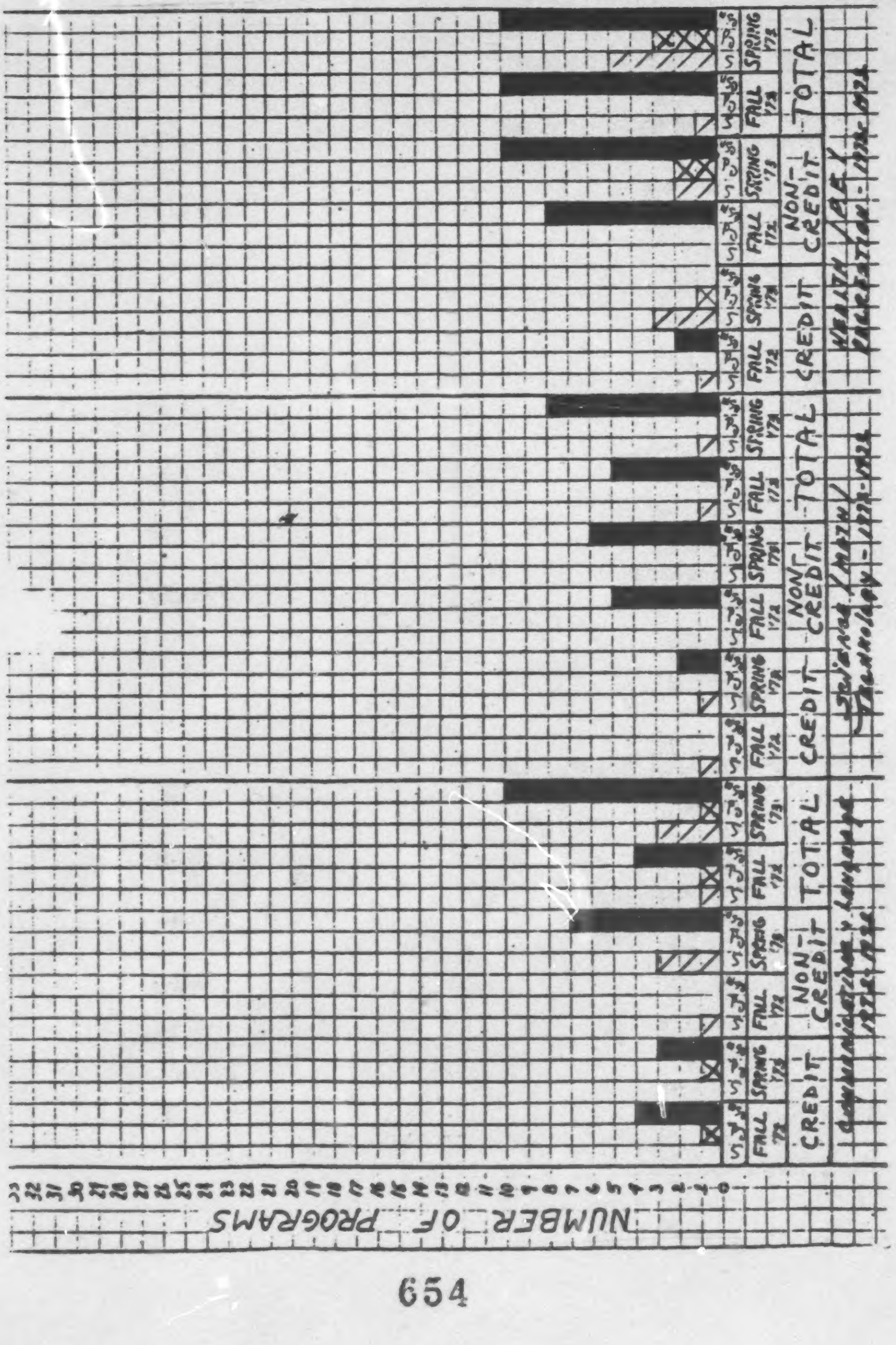
FALL '71
SPRING '72
CREDIT
NON-CREDIT
TOTAL
Community Services & Development 1971-1972
Occupational Education 1971-1972
Contemporary Social & Political Issues 1971-1972

CHART III



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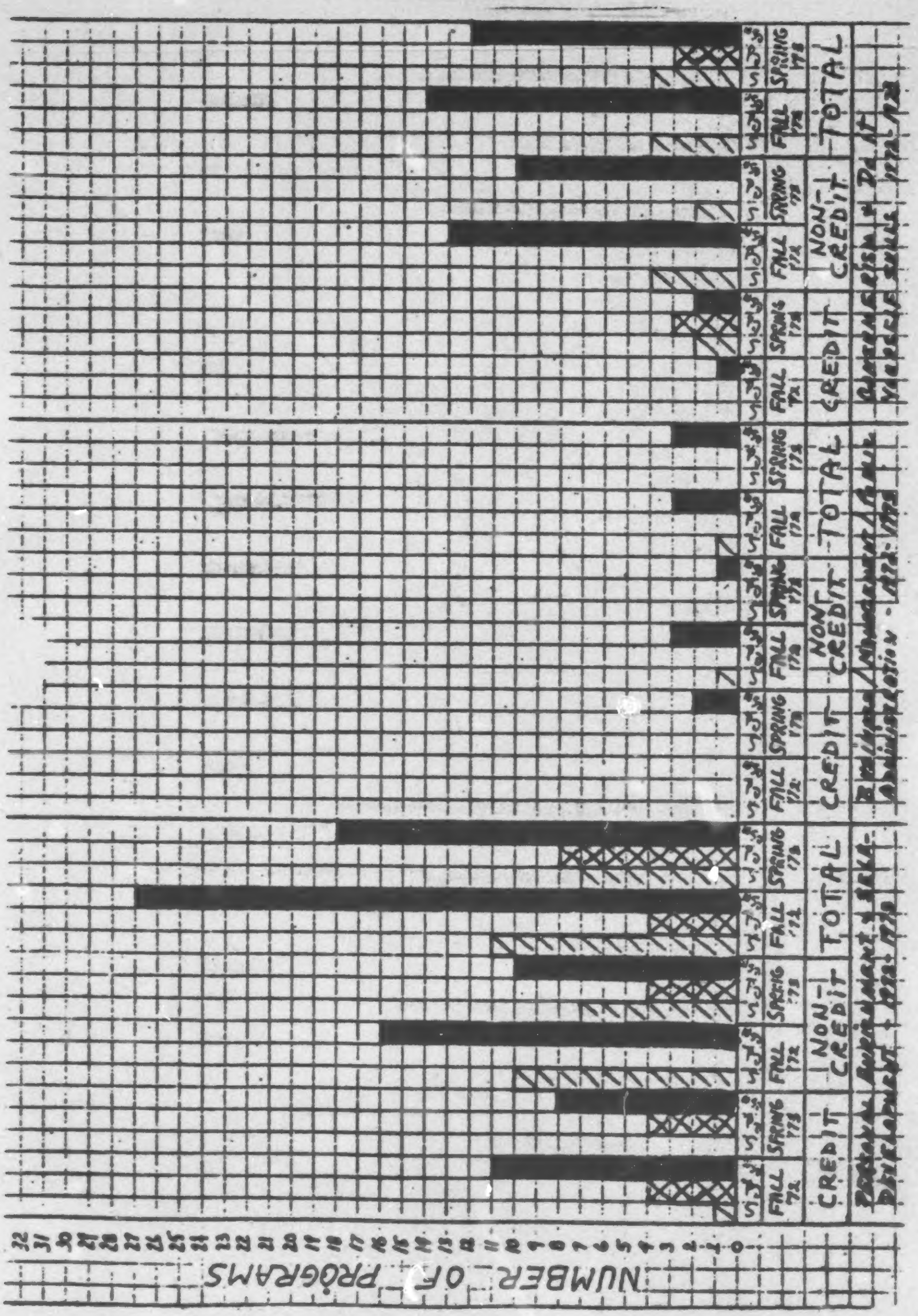

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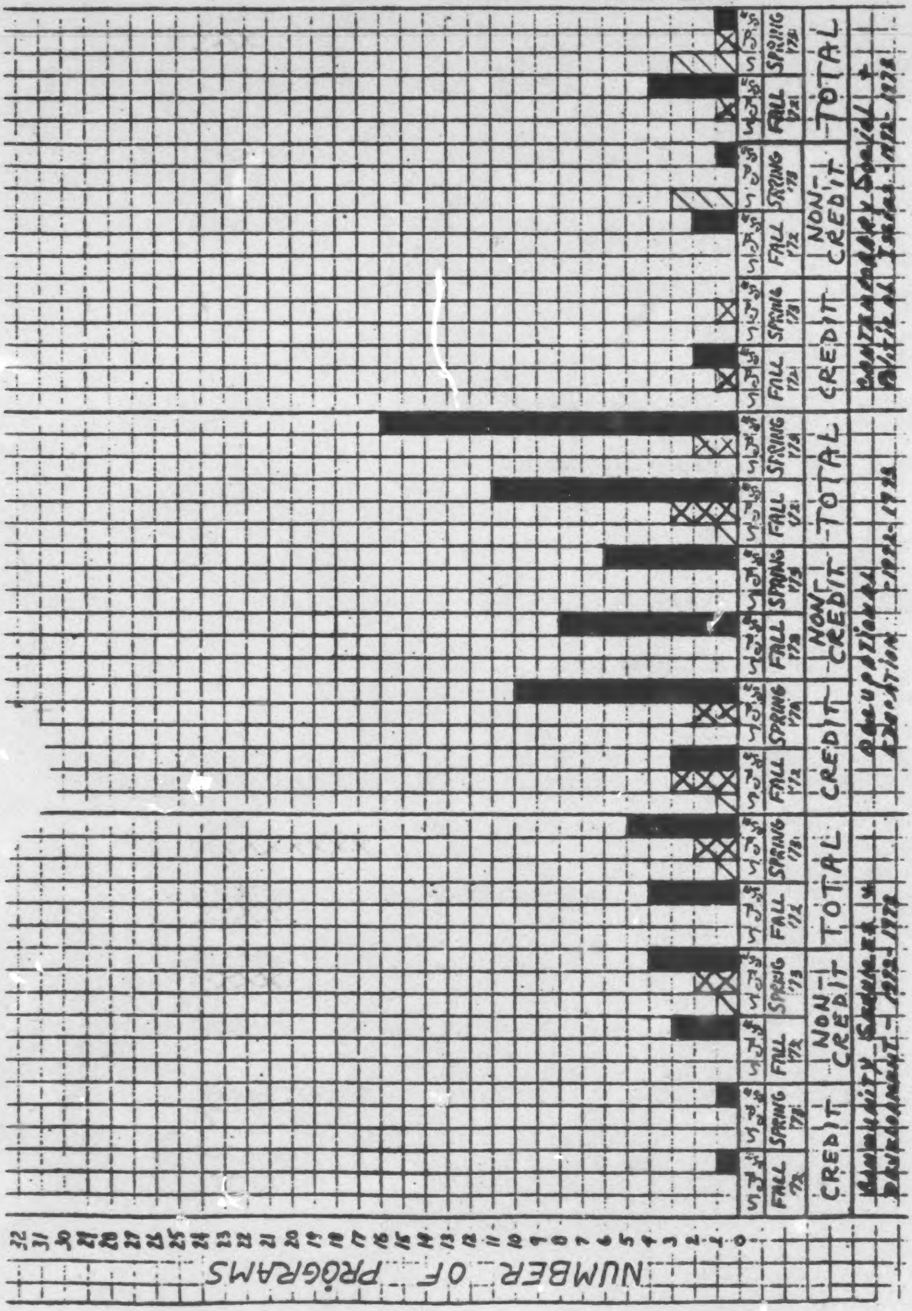
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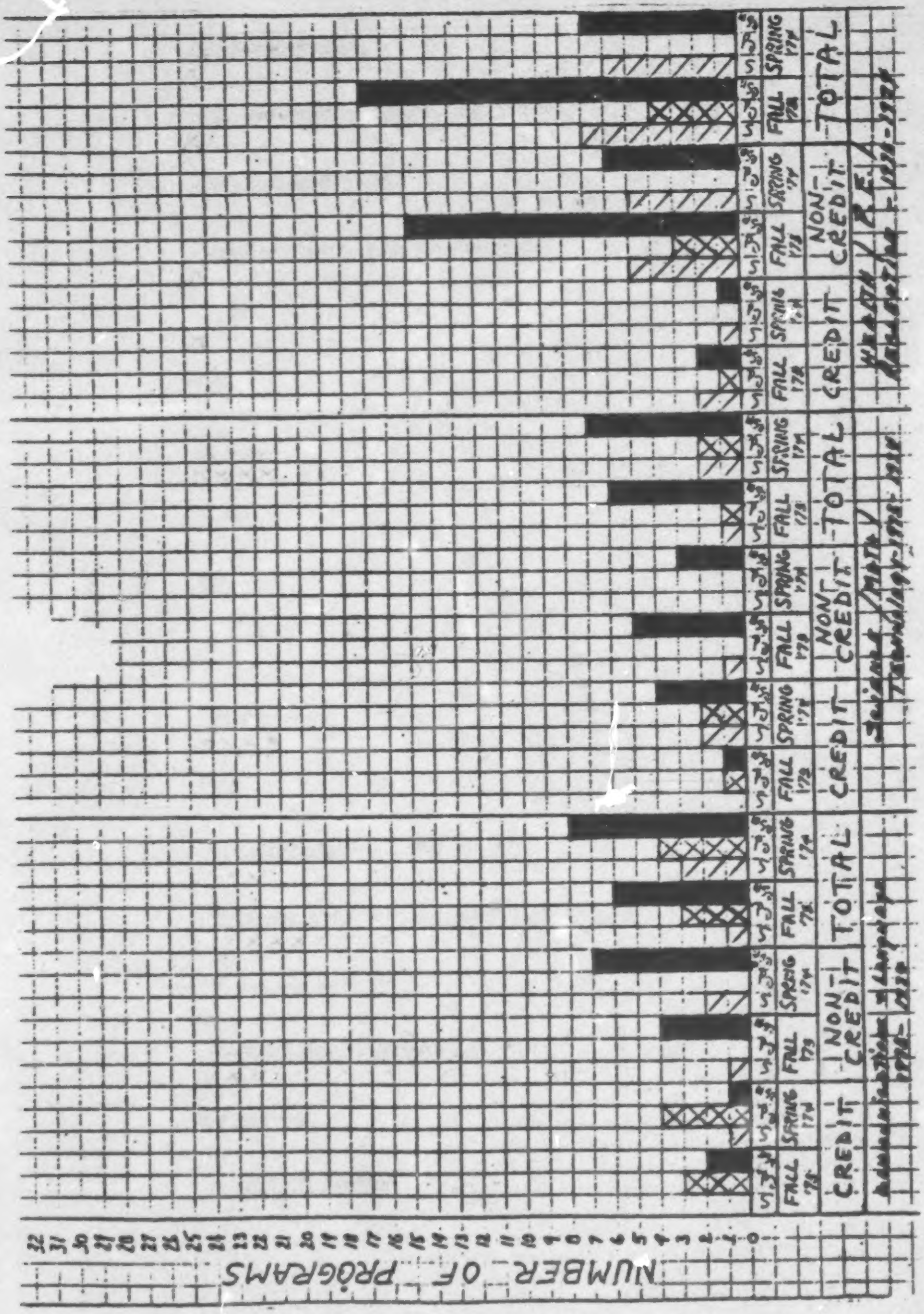
FALL '72
SPRING '73
CREDIT
NON-CREDIT
TOTAL
OCCUPATIONAL EDUCATION 1972-1973
1972-1973

CHART III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TOTAL
FALL '73
SPRING '74
Administration
Science / Math / Technology
Health / P.E.

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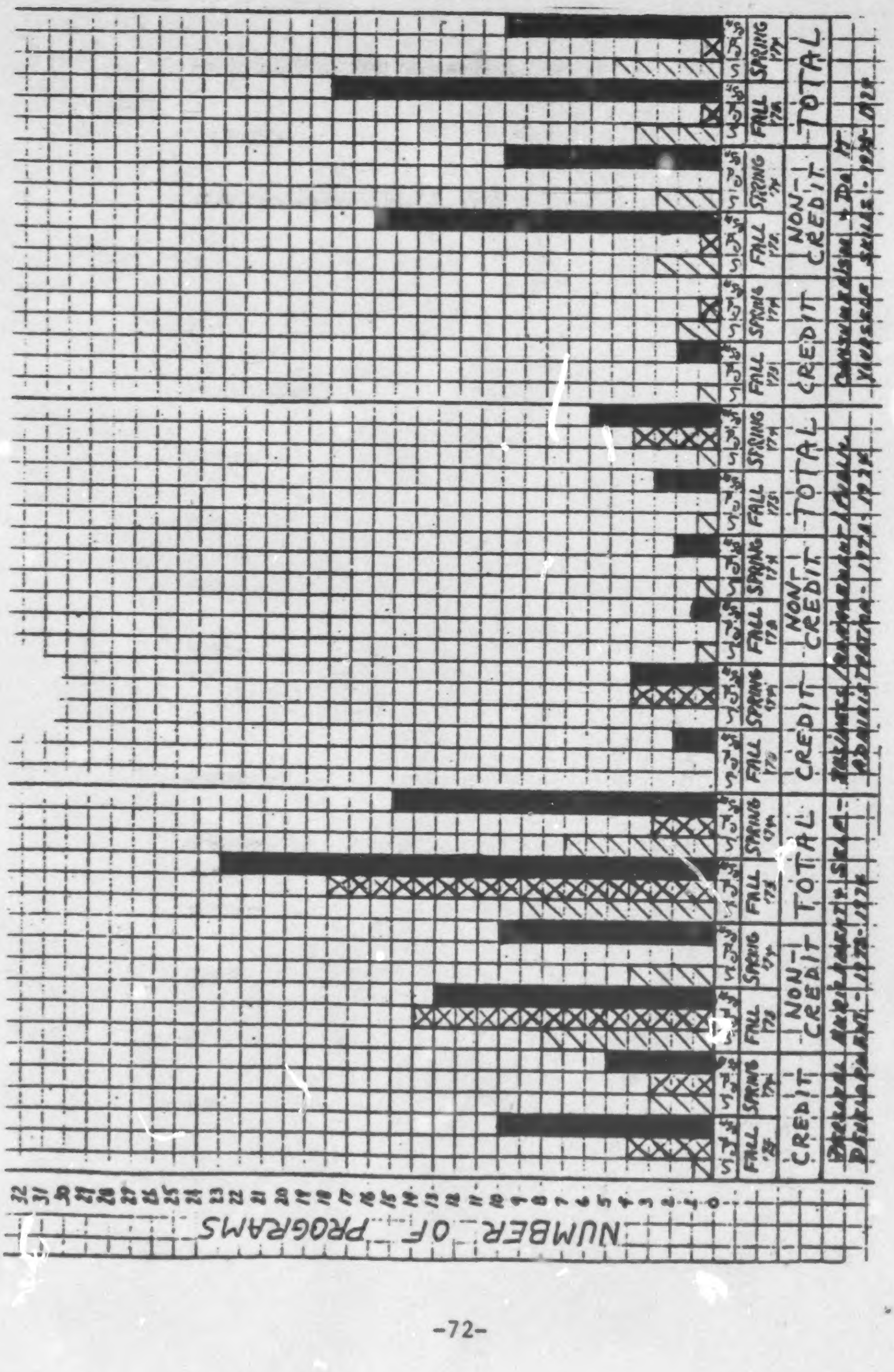
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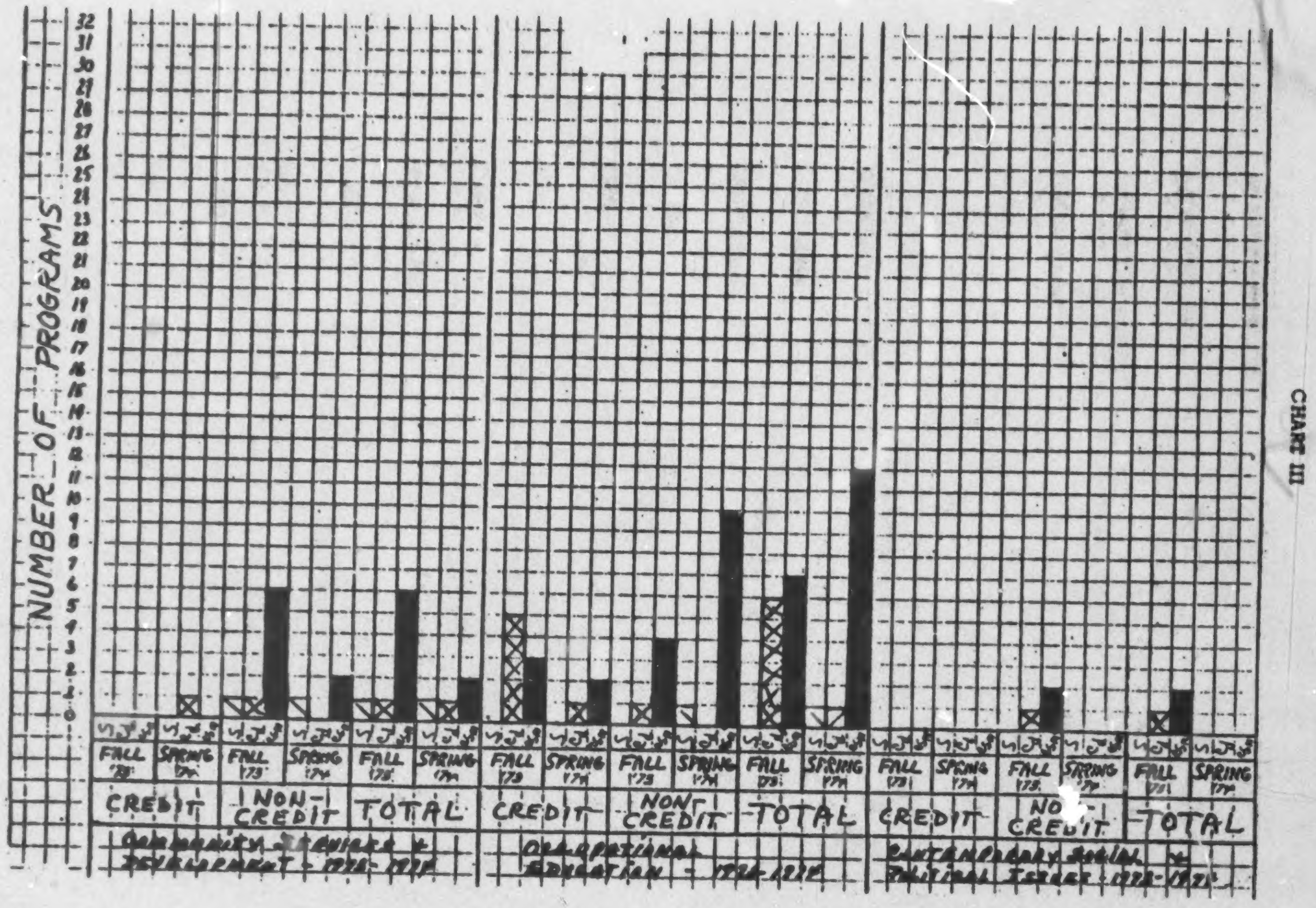
CHART III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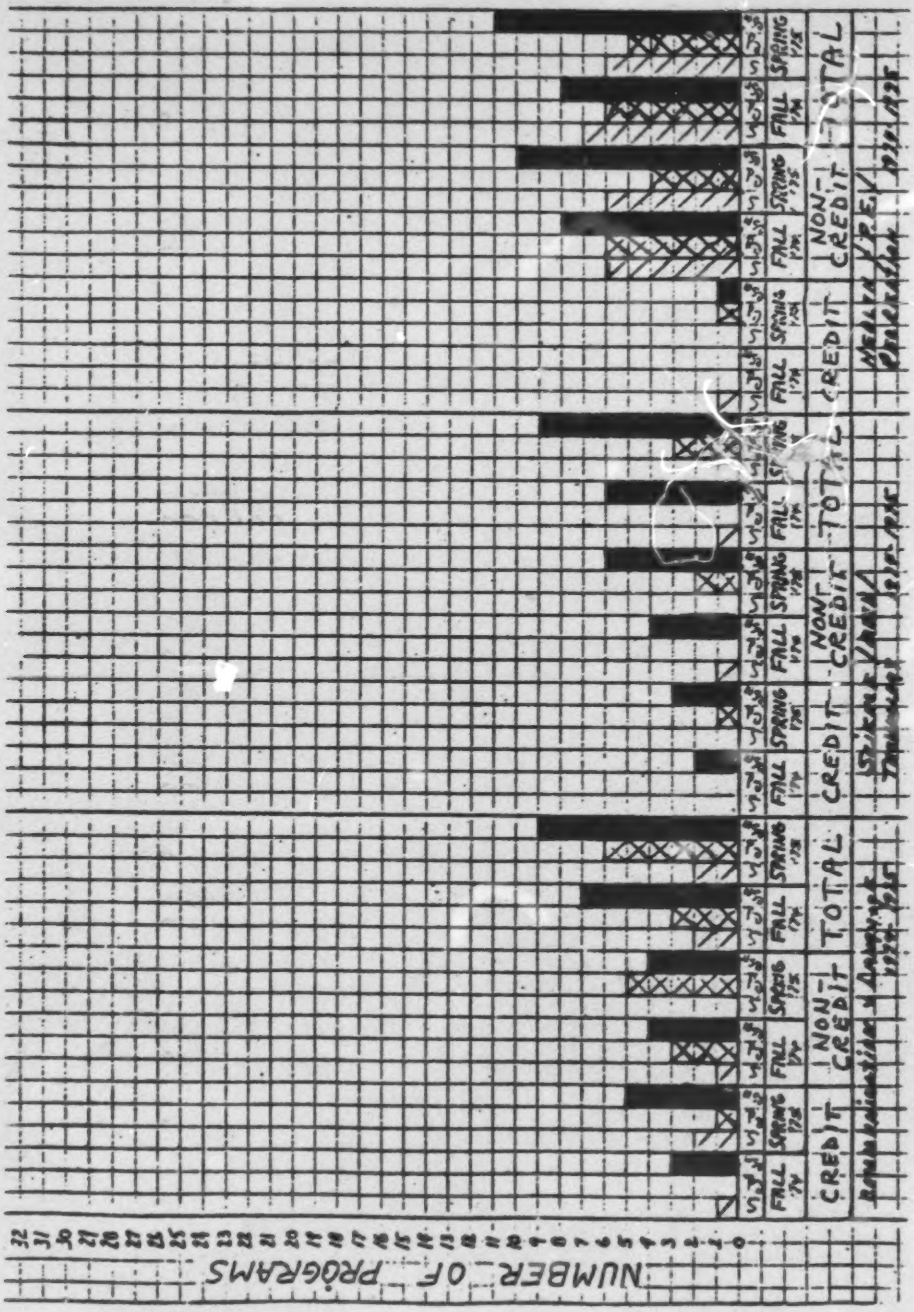
TOTAL
Community Services & Development - 1973-1974
Occupational Education - 1973-1974
Contemporary Social & Political Issues 1973-1974

CHART III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FALL '74
SPRING '75
CREDIT
NON-CREDIT
TOTAL
1974-1975
Science / Math / Technology 1974-1975
Health / P.E. / Recreation 1974-1975

CHART III

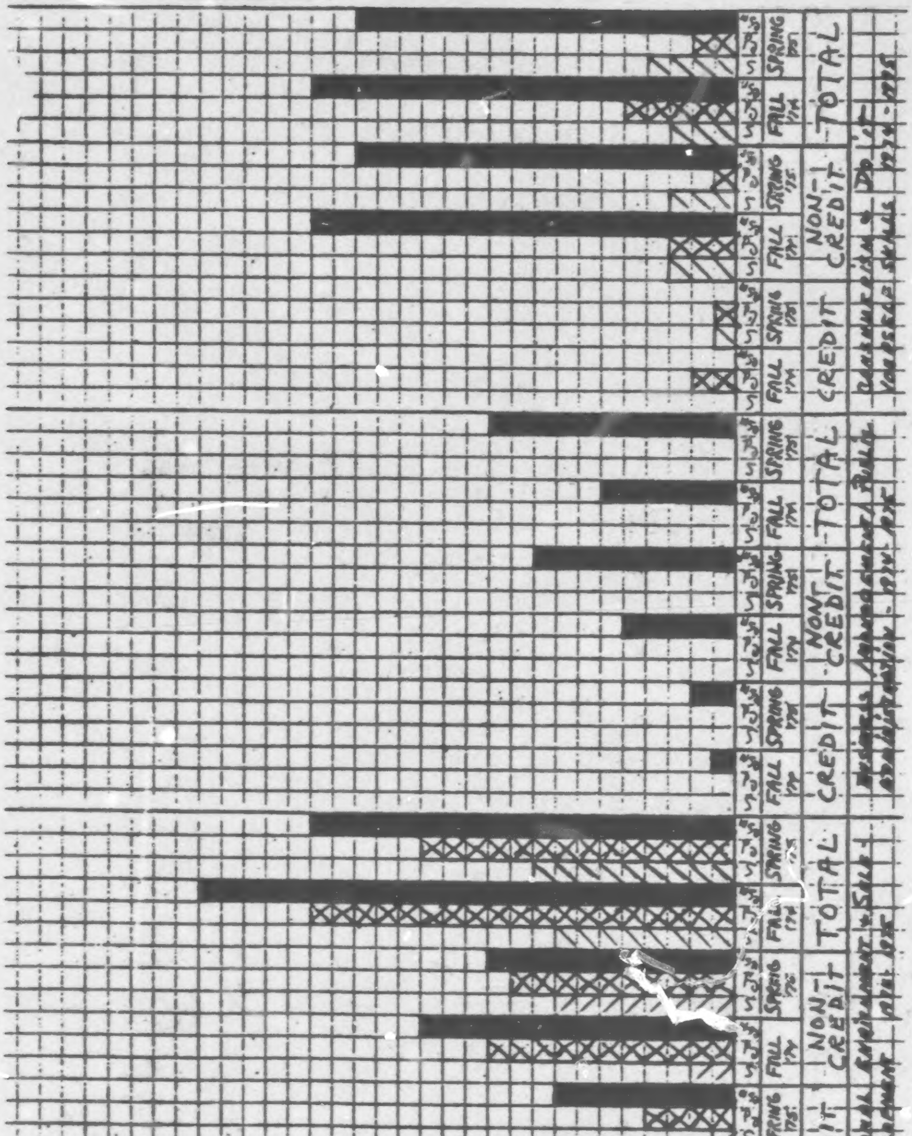
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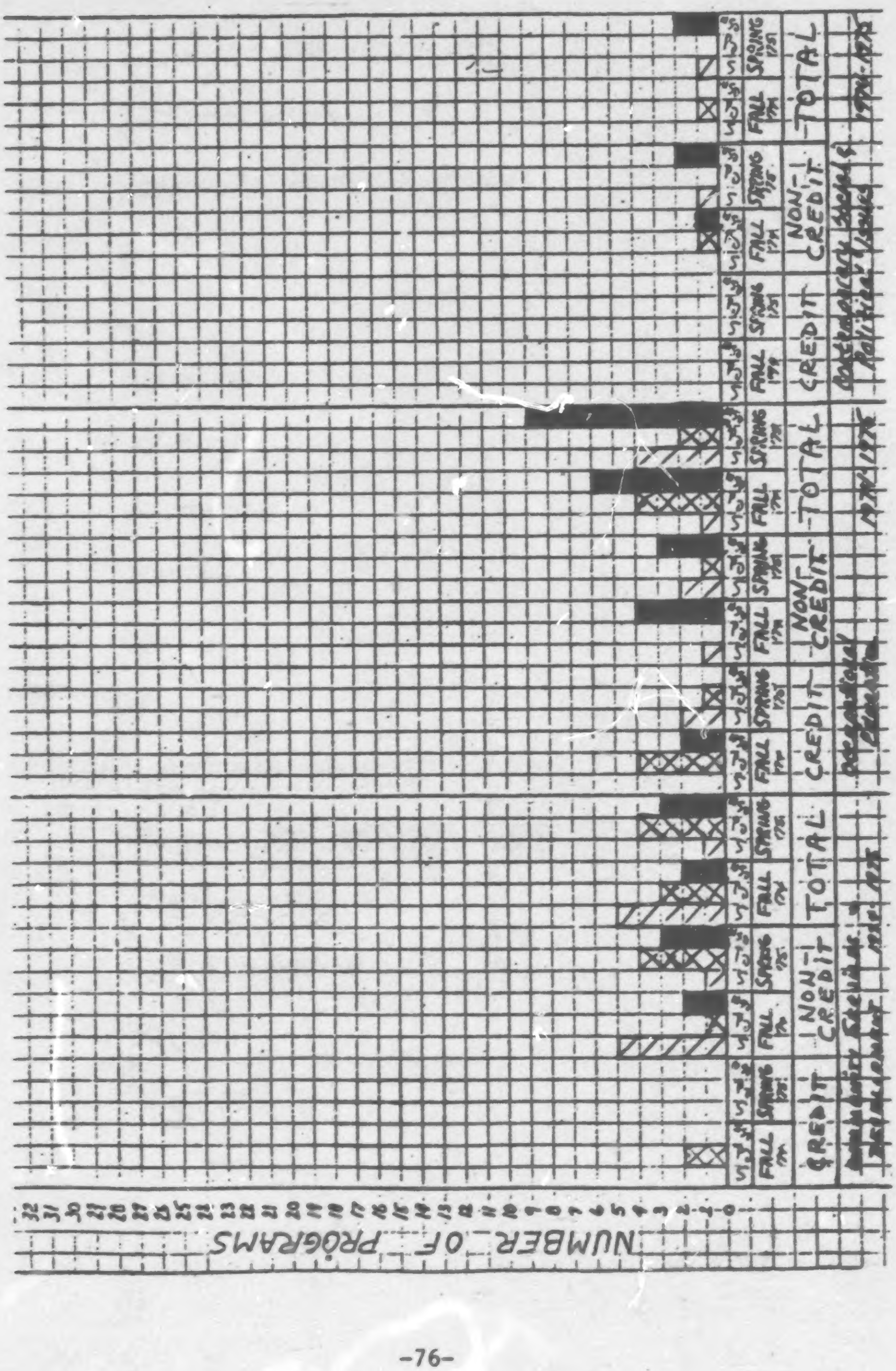
CHART III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FALL
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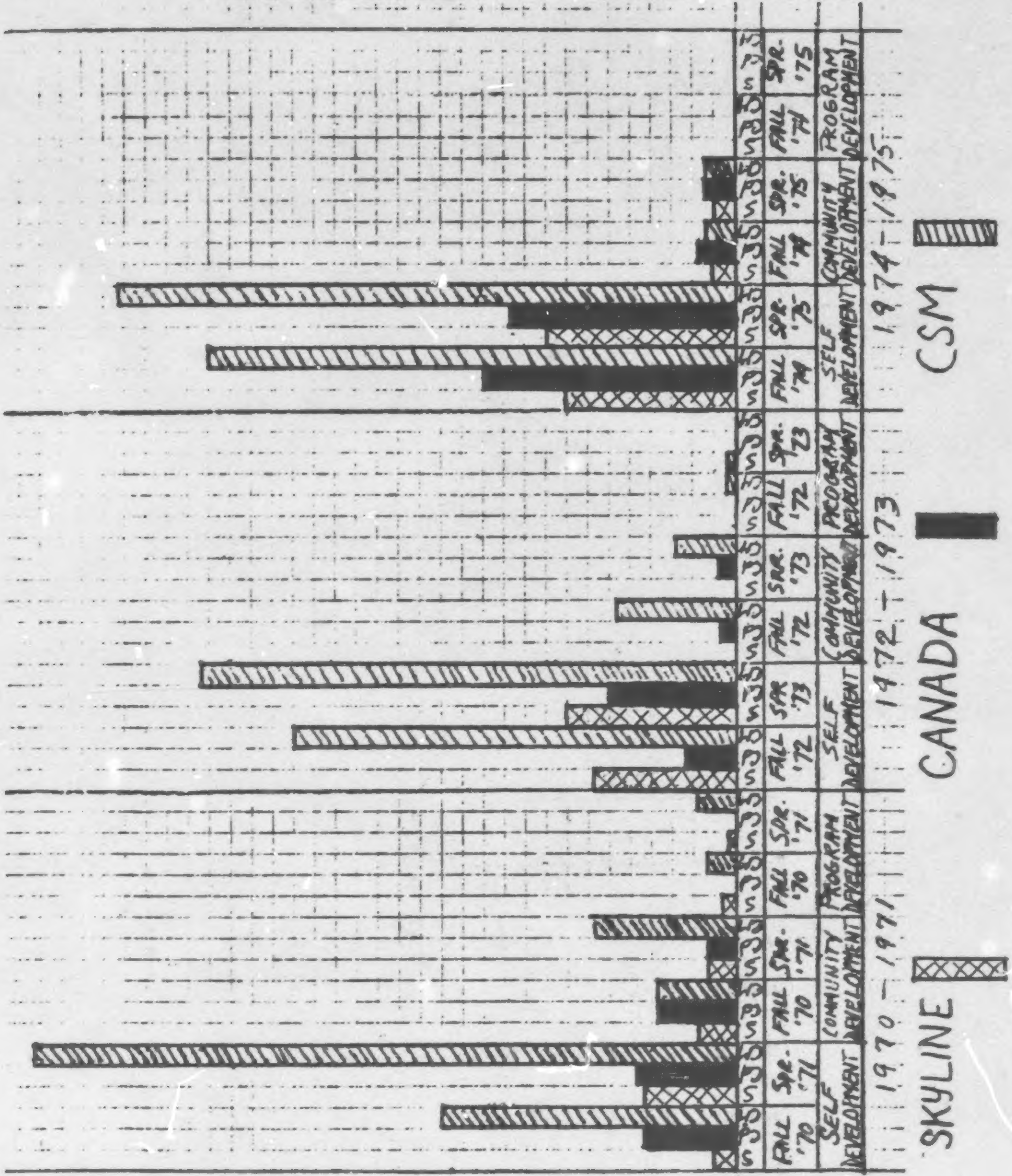
CREDIT
NON-CREDIT
TOTAL
Community Services & Development
1974-1975
Occupational Education
1974-1975
Contemporary Social & Political Issues
1974-1975

CHART IV


NUMBER OF PROGRAMS
FALL '70
SPR. '71
FALL '72
SPR. '73
FALL '74
SPR. '75
SELF DEVELOPMENT
COMMUNITY DEVELOPMENT
PROGRAM DEVELOPMENT
1970 – 1971
1972 – 1973
1974 – 1975
SKYLINE
CANADA
CSM

SUMMARY OF CHARTS

The charts clearly show an imbalance in the programs offered throughout the District and each of the three colleges. The greatest number of programs is offered at CSM and at each college there is emphasis toward "Personal Enrichment and Self Development" and few offerings in the "Community Services and Development", "Occupational Education" and "Contemporary Social and Political Issues" areas. Despite the statement of the three colleges' community services directors the programs offered are not balanced in the types of programs.

The programs offered at the three colleges appear to be primarily directed toward the white, middle and upper-middle class constituency. There exists a heavy program emphasis on the self-development activity, professional upgrading and "intellectual" courses. These types of programs have a greater appeal to the white, middle and upper-middle class groups than to the ethnic minorities, lower income or poor. This constitutes another kind of program imbalance that is supported by student profile information.

VI. COMPARATIVE ANALYSIS OF THE COMMUNITY SERVICES BUDGETS OF THE THREE COLLEGES

The previous chapter has already pointed out that the community services programs at each of the three colleges are considerably different. These differences can be reflected upon in a number of ways. Over the five year period Cañada and Skyline have emphasized more of the single event, lecture series, and forum type activities, and CSM has been considerably more involved with the presentation of short courses. Further, Cañada and Skyline colleges are often characterized by a lack of class offerings in certain categories of community services classes. For example, in the early years of community services activities by Cañada and Skyline colleges, very little course offerings were made in the areas of business management and public administration or in community development and service types of classes.

It might be reasoned that this is understandable since all new programs have to start somewhere and community services, covering the broad range of programs that it does, would take some time to develop contacts in the community before one would expect to see much activity in the community development area by a new college. Furthermore, some of the differences in the programs might well reflect the philosophies of the community services directors and the emphasis they chose. It also appears that either certain divisions of the colleges were more active in their interests in community services class offerings or the directors found that certain kinds of classes were easier to offer and/or perhaps the public expressed a greater interest in some types of courses than others.

For example, over the years and particularly in the early years, almost no community services classes were offered by Cañada and Skyline in the science/math and technology areas. To a lesser degree, the same can be said for classes in the categories of business management and public administration.

Although many of these differences can be explained in terms of the directors philosophy, the interest of a division to participate in community services, or even perhaps the peculiar demands of a particular service area that the college is associated with, it is equally clear that the smaller colleges simply did not have sufficient funding to cover the whole scope and range of community services classes. CSM, relatively speaking, has had a more balanced approach to offering courses in all of the broad range of community services categories. Interviews with the community services directors of Cañada and Skyline indicate a strong belief that their programs were severly limited both in terms of the number of courses and the breadth in scope of courses they could offer due to the lack of sufficient funding. Each of these directors at the smaller colleges indicated that there were many demands for community development types of programs in other categories of community services classes but with limited budgets they often had to do the kind of programing which proved to be the least expensive if they were to offer very many programs. Very often the smaller colleges offered single-event and large attendance types of classes because they were likely to generate more monies and be relatively inexpensive to finance. Such classes also aided these new community services offices in exposure to a larger segment of the community than would otherwise be possible if they offered short courses to relatively small and well identified constituencies.

Almost any analysis of budgeted expenditures would indicate the inequity of programmatic dollar resources available to Cañada and Skyline than at CSM but a word of caution is necessary at this point. It is not possible to make dollar cost comparisons on a course or attendance basis between the colleges because of the broad variety in the nature of programmatic differences and in the differential cost associated with different kinds of community services classes. For example, one should not simply take the number of classes offered in each of the Colleges as an indicator of effort or efficiency, nor can one take the dollar cost per course or per attendee as indicators of effort of efficiency since certain kinds of courses are by their very nature more efficient than a short course offered to a community group for a special purpose. Even so, it cannot be denied that the total number of programmatic dollars a college has available to expend per citizen in its service area is a meaningful indicator of equity between the three service areas.

As has already been noted in a previous chapter, the Skyline area has the largest demographic base or service area with CSM being second and Cañada being smallest. Yet, budget allocations to the three Colleges in no way reflect the demographic size of the College's service area for which it has a community service function responsibility. This is an important factor in consideration of the community services function since unlike other educational areas, it is not limited by space requirements, classrooms, parking space or the various limitations characteristic of either day or evening college. Much of the community services activity, perhaps most, is found off campus and in the community. Therefore, it seems that the budget allocations for community services ought to be distributed to the Colleges on a basis that would take into account the size of their service areas.

The charts in this chapter and the discussion that follows regarding an expenditure analysis of the community services budgets are based upon the 1974-75 academic year. For this current year, the entire 2 1/2 cents was devoted to community services operations and no capital construction component is associated with the tax in the current year.

Program Dollar Comparisons

For the 1974-75 year, the community services offices of the three colleges offered nearly three hundred community services activities or programs.

Number of Programs Scheduled by Each of the Three Colleges in the 1974-75 Academic Year

	Fall 1974	% Total Programs	Spring 1975	% of Total
Skyline	27	18%	33	21%
Cañada	41	28%	36	24%
College of San Mateo	79	54%	85	55%

Gross Enrollments and Market Penetration

	Gross Enrollments for 1973-74	Gross Enrollments for 1974-75	% of Total Enrollments		Market Penetration
Skyline	3,940	4,721	13%		2.1%
Cañada	7,955	7,770	22%		5.2%
College of San Mateo	24,600	23,660	65%		12.7%
Totals	36,495	36,151	100%	TOTAL	7.0%

Community Service College Budgets 1974-1975

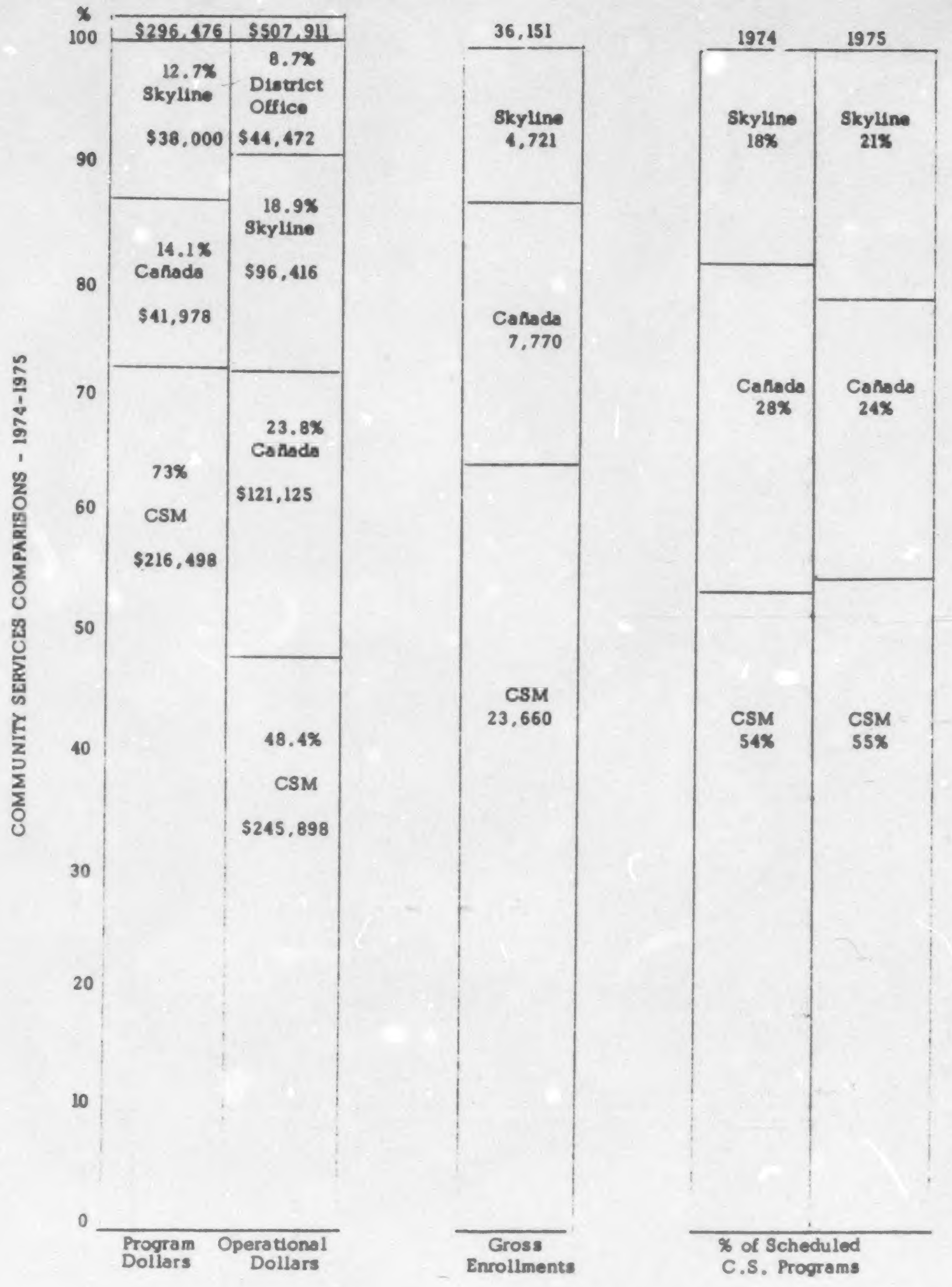
Program Dollars (Fees & Tax) 36.8% of Total Community Service Budget

College	College Budget	% of Total Dist. Program Dollars	% of County Population	Program Dollars Per Citizen	Market Penetration	% of Total College C.S. Budget	% of Total District Community Service Budget	Service Area Population
Skyline	$38,000	12.7%	39.47%	.17¢	2.1%	28%	4.7%	219,591
Cañada	41,978	14.1%	26.73%	.28¢	5.2%	25%	5.2%	148,688
CSM	216,498*	73%	33.47%	$1.16	17.7%	46%	26.9%	186,175
Total	$296,476	100%	99.67%	$1.61	20.0%	100%	36.8%	554,454

*Includes $99,716 for Hillbarn Theater and Nursery School

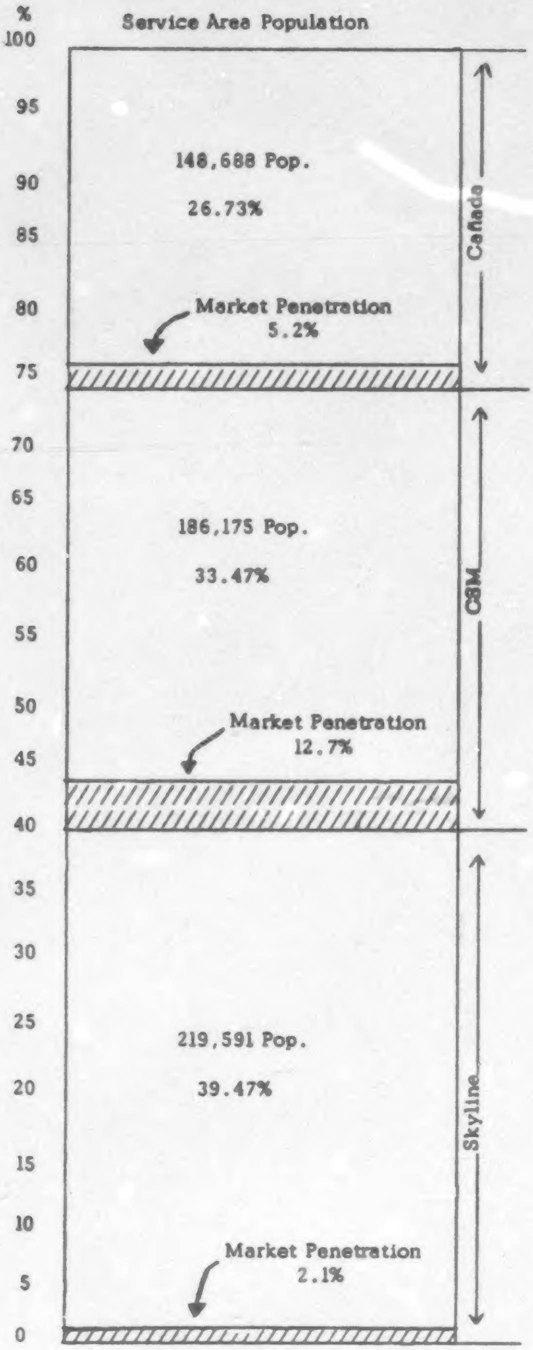
Operating Cost Dollars (58% of Total Community Service Budget)
Community Service Indirect costs, Civic Center, T.V., Community Information Services

College	Operating Costs Community Service Budget	% of Total District Community Service Operational Costs Dollars	% of Total College Community Service Budget	% of Total District Community Service Budget	Operational Cost Dollars Per Citizen
Skyline	$ 96,416	18.9%	71%	12%	.43¢
Cañada	121,125	23.8%	74%	15%	.81¢
CSM	245,898	48.4%	53%	31%	1.32
District	44,472	8.7%	-0-	5.5%	.08¢
Total	$ 507,911	99.8%		63.5%	$ 2.64



COMMUNITY SERVICES COMPARISONS - 1974-1975

DEMOGRAPHIC AND MARKET PENETRATION 1974-75



C.S. Program $ Per Citizen	.28¢
C.S. Operations $ Per Citizen	.81¢
Total C.S. $ Per Citizen	$1.09

C.S. Program $ Per Citizen	$ 1.16
C.S. Operations $ Per Citizen	$1.32
Total C.S. $ Per Citizen	$2.48

C.S. Program $ Per Citizen	.17¢
C.S. Operations $ Per Citizen	.43¢
Total C.S. $ Per Citizen	.60¢

VII SUMMARY, OBSERVATIONS AND CONCLUSIONS REGARDING QUESTIONS OF BALANCE IN COMMUNITY SERVICES

1. There is a clear need to develop specific community service objectives for the District and at each of the Colleges against which programmatic and all other community services activities can be evaluated. Currently no such objectives exist and it is difficult to make meaningful judgments about the nature of existing community services in the District. Such objectives could constitute the reference framework for community services Board and public reports.

2. Currently community needs are assessed and verified through informal means, staff observation and assessment, advisory committees and appropriate "risk" programming, but the results are uneven and insufficient. A scientifically designed and continually updated needs assessment that is cognizant to the unique character of community services is clearly needed to insure that community needs are being served. What appears to be an imbalance of programming can only be verified when more data exists on both the needs of the community and a community services student profile. More formal efforts should be likewise made to assess the internal population of the colleges.

3. There does not appear to be any serious or sustained effort to coordinate community services programs between the three colleges. Uniform administrative operations and reporting formats, coordinated program scheduling and program development and sharing are the exception rather than the rule. Many of the questions of imbalance could be resolved through systematic inter-college coordination. No one feels responsible for such coordination.

When problems arise due to the lack of coordination, no one is accountable. Community services directors are aware of many of these problems, but none of them feel they are accountable for the lack of coordination or for those areas where district uniformity is needed.

4. No concerted effort is currently being made to ascertain who is being served by community services through the use of demographic and student profiles. Of all the major divisions of the colleges, day, evening and community services, the latter appears to be the most dissimilar between the colleges. Both the balance and the configuration of programs in community services is more dissimilar than day and evening programs are between the three colleges. The student profiles in the day and evening colleges at all three colleges are more nearly representative of the county's populations than those of community services.

5. Day and evening schools have achieved a significantly greater percentage of minority student enrollments than have the community services programs. Minority enrollments are very low at all three colleges in community services programs.

6. The limited information available in community service student profiles tends to indicate that few of the community services programs at any of the colleges are reaching the lower socio-economic sectors of each of the college's service areas. Student profiles by city of residence tends to be heavily weighted from those areas west of the El Camino and from known areas of high income levels. This would tend to support the observation that community services programming tends to serve the upper-middle and upper socio-economic levels of county residents.

7. The student profile demonstrates that community services is not attracting a proportional share of the county's males, minorities, and young people. Cañada's programming for senior citizens fits with its demography characteristics, but it also has a large Spanish and Black population that is not enrolled in most of the current program offerings. Skyline has the largest concentration of Spanish American population, but its programming has not attracted this population nor does it appear that the community services programming made any assertive attempt to program for this population. Cañada has done considerable programming for Spanish American populations, but its largest minority population is black and is the most underrepresented in the school's community service student profile.

8. The central programming thrust of all three colleges in community services over a period of five years has been to emphasize the self-development function and to a much lesser extent, the community development function. Although the community needs assessment ratings of college performance with regard to enrichment education is high, county residents rate leisure enrichment and recreational activities very low as should be goals, nor do community residents rate community development functions or activities much higher as should be goals.

9. There exists a great difference between each of the three colleges in the availability of programs, the number of programs offered, the kinds of programs, and the general emphasis in programming available to the residents of each service area. The demography data would seem to argue, that if an imbalance between the three college community service programs

must exist -- then it would make better sense to have the unbalance in the favor of the two smaller colleges who have the greatest numbers of minorities, low income, and low educational patterns in their service areas, providing attempts are to be made to reach non-traditional students. Additionally, Skyline College's service area is also the largest in population.

10. There are major differences between the colleges as to their degree of penetration into each of their service areas. The college with the largest service population and the greatest number of middle- and low-income persons has the lowest market penetration (2.1%).

11. A significant number of community service students cross the college service areas to attend another college's programs. Such crossing of service areas does not appear to be related to any particular kind of programming, such as single event lectures, but is equally characteristic of all kinds of community service programming, (excepting film series where very little crossing of service areas takes place) whether it be short courses, or single event programming. Cañada community service students appear to behave most like the original master plan envisioned but about 35% of community services students from both the CSM and the Skyline areas behave in a manner that would indicate that they have no particular "home college" identity. Further, two of the colleges have significant attendance from residents outside of the district and the appropriateness of such attendance is a question that ought to be addressed, particularly when such attendance is related to non-fee classes.

12. Any analysis of community services by gross dollar resources expended in a given service area highlights the inequality of community services programmatic dollar resources spent on citizens in each of the three service areas. Furthermore, to the extent that citizens' behavioral patterns approximate the assumptions of the original Master Plan, that is, that citizens would go to the college of their service area for educational service, it would appear that this differential in programmatic dollar resource expenditures has had the effect of creating real differences in the equality of opportunity for community service to citizens in each of the Skyline and Cañada service areas.

13. In the past, community services has been largely funded from the 5 cent override tax and no differential factors can be applied to citizens in the three service areas that would be commensurate with the availability of community services in each of the service areas. Indeed, the data seems to suggest a strong correlation between the dollar resources of a College and its ability to penetrate its market area. Budget allocations to each of the colleges do not relate to the size of the college's demographic populations to be serviced.

14. The data indicates that not only do the smaller colleges have a much smaller percentage of the total programmatic dollars available than College of San Mateo, but that the smaller colleges do not give their community services directors as great a percentage of the college community services budget for programmatic activities as does College of San Mateo. It must be pointed out, however, that this is only true if one includes the 100,000 some dollars that are designated for the Hillbarn Theater and the Nursery School. When this amount is removed from the CSM program budget, the percentage

of college community service budget dollars devoted to program is roughly the same as that of Cañada.

15. Currently, staffing at the three colleges reflects the size of existing programming at each college, but the size of a college's service population might be a better standard for assessing the appropriate level of community services staffing needs at each of the colleges.

CHAPTER IV

COMMUNITY SERVICES
AND THE
LEGAL REQUIREMENTS OF
CALIFORNIA CODES

I. LEGAL DEFINITIONS AND DISTINCTIONS BETWEEN CLASSES FOR ADULTS AND COMMUNITY SERVICE CLASSES

It is important to note that generally speaking the descriptions and definitions of community services in the professional literature include the kinds of courses that are described in the California Administrative Code Title V under "Continuing Education" and specifically, "Adult Classes" (see Glossary of Legal Definitions, page 93). This chapter will be devoted to distinguishing the legally defined differences between continuing education vis a vis adult classes and community service classes, as described in the Education and Administrative Codes for the State of California. The recent emergence of community services as a mainline function of the community college has brought with it some semantic difficulties. De facto definitions of community service and continuing education suggest that the two terms are not mutually exclusive. They often overlap and elements of each are found in the other.

In California the problem is even further complicated because of an unnatural separation of adult classes (by Code definition ungraded classes) and community service classes. The California code makes distinct separations of these two categories; primarily on the basis of financial distinctions and eligibility for State apportionment monies. Many of the characteristics and kinds of courses which one would normally associate with community service classes in the professional literature are listed under adult categories of classes in the California codes and qualify for State financial support (see chart entitled "CLASSES FOR ADULTS," page 94).

GLOSSARY OF LEGAL DEFINITIONS FOR CONTINUING EDUCATION CLASSES

Secondary Schools	High schools, technical schools, adult schools and junior colleges.
Classes for Adults	Classes designed for adults and offered by adult schools, evening high schools and evening junior colleges at any times during the day. This is the broadest terminology used in the Codes and includes the following categories of continuing education classes: graded classes, "adult classes" and contract classes.
Adult Classes	Refers to ungraded classes for adults, some of which cannot qualify for ADA.
Special Adult Classes	A specific sub-category of adult classes which can qualify for State ADA support, such as crafts, lecture series and forum series.
Graded Classes	A class or course that possesses one or more of the following characteristics: 1. Provides credit toward an associate degree and is collegiate level. 2. Board-approved as a part of occupational studies leading to an associate degree or occupational certificate. 3. Board-approved and transferrable to a four-year accredited institution. 4. The course meets all of the standards of Title V Section 55002 of the Administrative Code.
Contract Classes	Classes which a district offers in fulfillment of a contract between itself and a public or private agency, corporation, association, or other body or person. Pilot models can be eligible for ADA.
Community Service Classes	Non-credit and non-ADA classes for adults that are designed for physical, mental, moral, economic or civic development of persons. Educational, cultural, and recreational services which an educational institution may provide for its community over and beyond regularly scheduled day and evening classes.
Continuing Education	Title V of the Administrative Code defines continuing education as comprised of four kinds of classes: adult classes, graded classes, contract classes and community service classes.

CLASSES FOR ADULTS (Education Code Terminology)

Authorized Continuing Education in Community Colleges - (Title V Administrative Code Terminology - Section 58000)

1. **ADULT CLASSES**

- ungraded non-credit
- course outline required
- designated an adult class by Board
- tuition permitted
- financed by either ADA, District general fund, or tuition
- if ADA claimed requires State Chancellor's approval
- all classes do not have to be open to the public unless ADA is claimed
- certain record keeping and reporting required for ADA generating classes

SPECIAL ADULT CLASSES

(Physical education, crafts, forum and lecture series)

- ungraded
- same as adult classes above with special requirements or exceptions for those kinds of classes such as some classes require credentialing.

2. **GRADED CLASSES**

- credit classes
- lead toward degree or certificate
- grades or marks given to students
- ADA generating
- require credentialed teachers
- must be approved by State Chancellor
- must be open to the public if ADA generating
- tuition permitted

3. **COMMUNITY SERVICES CLASSES**

- no ADA possible
- non-credit
- funding from District general fund, fees and some .05cent tax money for some recreation courses
- must be open to the general public

4. **CONTRACT CLASSES**

- contract payment is involved
- do not have to be open to general public
- tuition permitted
- pilot programs can generate ADA if approved by State Chancellor

Generally speaking, the professional literature descriptions and definitions of community service classes include both the categories of community services and adult classes in the Administrative Code under the 58000 section entitled "Continuing Education" and are therefore in conflict with the more restricted California Code definitions of community service classes. In essence, then, what the professional literature often describes as a community service class, the State Codes categorize as adult ungraded classes and if the college offers the very same course but makes the mistake of categorizing the course as a community service class instead of an adult class, it loses the right to claim ADA for the course.

A. THE CALIFORNIA EDUCATION CODE

The Education Code , Section 5552, defines secondary schools in the State of California as being high schools, technical schools, adult schools and junior colleges.

Authorization for Community Service Classes

Chapter 6 of the Education Code, Article 12, is entitled "Community Service Classes." This portion of the Code beginning with Sections 6321 to 6324 discusses the authority local governing boards have to establish community service classes, admission of students to such classes, scheduling of such classes, the authority of the board to bestow recognition on individuals for accomplishment in same classes, and prohibits the reporting of any community service classes for State apportionment funds. Expenditures for community service classes must come from the General Fund of the District and any student fees that are charged for community service classes not to exceed the cost of maintaining such classes.

Authorization for Adult Schools and Classes

Chapter 5.5 of the Education Code discusses adult schools. Section 5701 of the Education Code reads:

> "Adult schools, evening high schools, and evening junior colleges shall consist of classes for adults. Minors may be admitted to such classes..."

if in the adjudgment of the governing board they may be qualified for admission thereto. The governing board of a local school district has the authority to convene adult classes at such hours and for such length of time during the day or the evening and at such period and for such length of time during the school year as they may determine (Education Code Section 5707).

Section 25502 of the Education Code provides that junior colleges may be maintained as separate day or evening junior colleges or in conjunction with the day or evening high school. Junior colleges may be designated as adult schools if a board so wishes.

B. COMPARISON OF CODE REQUIREMENTS FOR CLASSES FOR ADULTS[1] AND COMMUNITY SERVICE CLASSES

Classes for adults and community service classes differ in the scope of the board's authority to recognize accomplishment by student participants. In the case of classes for adults, the governing board has the authority to provide for the granting of appropriate credits, certificates, diplomas, or other recognition of skill or accomplishment in such classes (Education Code Section 5709).

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[1] Classes for adults refers to the following categories of continuing education: graded classes, "adult classes" and contract classes; while "adult classes" refers to ungraded classes for adults.

Recognition for accomplishment in community service classes is more limited and here the governing board has authority to grant appropriate certificates or other recognition of skill or accomplishment for such classes. All "adult classes" offered by a local district must have the State Chancellor's approval of such courses if the district desires State support of such classes (Administrative Code, Title V, Section 58120). Community service classes may be offered without the approval of the Chancellor so long as they are authorized by the local governing board (Administrative Code, Title V, Section 58210). Classes for adults require that personnel assigned to such classes be properly credentialed for instruction, administration, supervision, evaluation, curriculum development, and guidance and counseling, while community serivce classes do not require such credentialing for personnel teaching community service classes. Classes for adults and community service classes both require that admission shall be open for adults and such minors as in the judgment of the governing board may be qualified or profit therefrom (Education Code Section 5706 and 6321.5). Both adult classes and community service classes can be scheduled by the board during either day or evening hours and for any length of time (Education Code Sections 5707 and 6322).

With regard to State apportionment funding, the two categories of classes differ significantly. First, no State funds shall be apportioned to any district for attendance of students enrolled in adult schools or classes unless the courses have been approved by the State Department of Education, or in the case of community colleges, by the State Chancellor's Office (Education Code Section 5719), while community service classes require no such approval by the State.

Most adult classes offered in community colleges can qualify for State apportionment monies providing the course has been approved by the State Chancellor's Office. Such classes for adults qualify for State ADA monies in much the same manner as regular day classes excepting that a different computation factor for determining the units of ADA for adults is required which reflects the attendance patterns of resident adults (Education Code Section 11476). For the purpose of granting attendance for State apportionment monies from the State School Fund, adults are defined by the Education Code as:

> "any person who has attained his 21st birthday on or before September 1st or February 1st of the semester or quarter for which he has enrolled, and who has enrolled in less than 10 class hours as defined in Section 11480 for junior college districts or 10 periods of not less than 40 minutes each per week for high school districts."
> (Education Code Section 5756)

Community service classes do not require that the local district report their attendance or average daily attendance to the State for apportionment purposes. Further, it is specifically stated that:

> "no apportionment from State funds shall be made to establish or maintain such classes."
> (Education Code Section 6323 and Administrative Code Section 58215 of Title V)

Tuition and Fees

The Education Code authorizes local boards to require a tuition from adults in classes of any kind whatsoever maintained in connection with the junior college except classes maintained for some special category such as English and Citizenship for Foreigners, etc.

> "Persons 21 years of age or over enrolled in less than 10 class hours as defined in Section 11451 in classes of any kind whatsoever maintained in connection with the junior college, except...may be required by the governing board of the district maintaining the classes to pay a tuition for such classes. The total of the tuition required and the apportionment from State School Fund on account of the attendance in the classes shall not exceed the estimated cost of all such classes maintained." (Education Code Section 25502.5)

While the Education Code authorizes a "tuition for classes for adults" it authorizes local boards to charge "student fees" for community service classes.

> "Governing boards...may charge fees not to exceed the cost of maintaining such classes or may provide instruction in such classes for remuneration by contract, or with contributions or donations of individuals or groups." (Education Code Section 6324)

Section 5753 of the Education Code specifically forbids a school district from maintaining any adult classes if fees are paid to it in such manner as described for community service classes above. Furthermore, Section 5753 of the Education Code and 58102 of the Administrative Code, Title V, make it clear that no State support can be claimed for students attending adult classes (with the exceptions of adult classes in hospitals for military personnel) who are paid by their employers while in attendance, if the district receives any compensation, if the classes are not open to the public, or if the class is fully funded by Federal funds.

C. THE LEGAL DEFINITION OF CONTINUING EDUCATION

Title V of the Administrative Code defines continuing education in California community colleges as being comprised of four kinds of classes: adult classes, graded classes, community service classes offered under the provision of Section 6321 of the Education Code and contract classes. It defines continuing education as one of the major functions of California community colleges and urges that it ought to be fully supported, organized and supervised.

Credit Classes

Title V of the California Administrative Code authorizes credit courses under continuing education but it appears that the only kind of class that would qualify as a credit course would be the category defined in the 58000 section entitled graded classes. Adult classes are by definition in Section 58101 "an ungraded course which has been designed primarily to meet the special needs of adult students and determined to be an adult class by the governing board of the district." Community service classes are nowhere given authority to be offered as credit courses. Neither Title V nor anywhere in the Education Code pursuant to community service classes, are local boards authorized to extend credit to any community service class. The purposes of community service classes are not for the attainment of degree or transfer but:

> "are designed for physical, mental, moral, economic or civic development of persons enrolled therein, to provide instruction in subjects not entitled to the State apportionment under the provisions of this division." (Administrative Code Section 58211 and Education Code Section 6321)

Continuing Education Graded Classes

District boards of trustees may grant credit toward an Associate in Arts or Science Degree classes for adults provided that the classes also meet the criteria and standards for graded classes as set forth in Sections 55001 and

55002 of Title V. Graded courses must be organized to meet the requirements of the Associate Degree, must be described in the college catalog or a supplement thereof which provides an appropriate title, number, and actual description of the course content. It must have a course outline available at the college and only students who have met the prerequisites for the course are allowed to enroll. The course is subject to published standards of matriculation, attendance and achievement of the college. Enrollment cannot be repeated except by special written permission and enrollees are awarded some kind of mark or grade on the basis of methods for evaluation set forth by the college.

Certain "adult classes," by Code definition meaning ungraded classes, can qualify for State apportionment money providing the District files an application with the State Chancellor for the approval of each adult class for which it desires State support (Administrative Code, Title V, Section 58120). Such classes must be designed to meet the educational needs and capabilities of adults and the class must be conducted in accordance with a course outline. Such a class can require prerequisites before a student can enroll and need not be a part of an organized sequence of classes.(Administrative Code Section 58121).

Adult Classes That Do Not Qualify for State Support

Certain "adult classes," again by definition ungraded classes, do not qualify for State support. Such classes are "adult classes" which are not open to the general public, or classes for which the District receives compensation from any public or private agency, individual or group of individuals (except the authorized defined adult tuition fee), or courses that deal with military subjects when the course is offered only to military personnel and conducted on military establishments, or recreational physical education programs and courses that are organized primarily for adult participation as a recreational outlet for adults in sports and games such as recreational dancing are categories of adult classes that do not qualify for State support (Administrative Code Section 58122).

"Special" Adult Classes (non-graded) That Qualify for State Support

Administrative Code Section 58130 through 58192 creates a "special" category of "adult classes." These classes when filed with the Chancellor of the State prior to the first meeting and if approved by him can qualify for State support. Physical education classes which are organized primarily for instructional and training purposes that focus on individual and public safety through swimming and lifesaving, or develop leaders in physical and recreational education, or provide education designed to improve physical conditioning, craft classes, forum series designed to provide for free discussion of public affairs under qualified leadership, and lecture series are special adult classes that qualify for State support providing they have the State Chancellor's approval prior to their first meeting, current records and reports are kept by the college concerning total activities, the persons are properly and officially enrolled in such classes, and attendance is taken in accordance with the provisions of Administrative Code, Title V, Sections 58187 through 58192. These sections of the Administrative Code spell out the specific requirements for attendance of "Special Adult Classes" in the areas of lectures, crafts, and forum classes.

The final category of continuing education classes according to the Administrative Code, Title V, Section 58250 through 58253 is contract classes. Contract classes are classes which a community college district offers in fulfillment of a contract between itself and a public or private agency, corporation, association, or other body or person. Contract classes must be operated in accordance with all the applicable provisions of the law and in accordance with the provisions of the contract to the extent that provisions are not inconsistent with the applicable provisions of the law. Under experimental, pilot or model programs, contract classes can collect State ADA if the district claims State support for a contract class. Approval of the class shall be obtained in the manner provided for other adult classes. State support for contract classes shall not be greater than the difference between the amount provided per ADA under terms of the contract and the average current expenditures by the District for such classes. For purposes of State support of contract classes, the contract payment is deemed to be tuition. No approval of a contract class is required by the State if the District does not claim State support for the class.

D. SUMMARY OF LEGAL DISTINCTIONS BETWEEN CONTINUING EDUCATION "ADULT CLASSES," GRADED CLASSES, CONTRACT CLASSES, AND COMMUNITY SERVICE CLASSES AND OPERATIONS

1. The legal codes of California only authorize ADA claims for three types of continuing education classes. They are:

   Graded classes
   Adult classes
   Contract classes

   None of the above classes are by code definition, community service classes.

2. The legal codes specifically prohibit any ADA claims for any community service classes.

3. Community service classes can only be funded from the following sources:

   --District General Fund
   --Student Fees
   --$.05 Override Tax, providing the class meets the requirements of the Community Recreation Act or the Civic Center Act.
   --External Grant Monies

4. Other non-instructional community services can be funded from:

   --$.05 Override Tax
   --District General Fund
   --External Grant Monies

5. "Adult Classes" (meaning ungraded) can differ from Community Service Classes in many ways, a few of which are:

   a. eligibility for ADA
   b. sources of funding
   c. "adult classes" are conducted in accordance with a course outline which must be on file in the community college.
   d. "adult classes" may require prerequisites before a student may enroll.
   e. "adult classes" require that the district keep certain records and make certain reports to the State Chancellor.
   f. some "adult classes" do not have to be open to the general public (Administrative Code, Title V, Section 58122e).
   g. certain "adult classes" require that the class be conducted under the supervision of a credentialed person and other classes that the teacher hold a California Teaching Credential.
   h. Defined Adult Tuition can be levied for "adult classes," but no student fees can be charged for such classes.

6. Classes for Adults (meaning those categories of graded and contract classes) primarily differ from community service classes in the following ways:

   a. Classes for adults can be "graded" and offer credit, community service classes are not "graded" and the codes do not authorize community service classes to offer credit for such classes.

   b. The scope of the Board's authority to recognize student accomplishment is greater for Classes for Adults than Community Service Classes.

   c. Each graded class requires the approval of the State Chancellor.

   d. Graded courses must be listed in the college catalog.

   e. Graded courses do at least one of the following: provide credit toward a degree; lead to employment or an occupational certificate; are transferrable to an accredited four-year institution.

   f. Students are evaluated in graded courses.

   g. Enrollment can only be repeated by specific permission in graded courses.

   h. Defined adult tuition can be levied for graded classes but not student fees.

   i. Graded classes also differ in all of the ways mentioned under "Adult Classes," a. through e.

II. THE LEGAL AUTHORIZATION AND FISCAL ASPECTS OF COMMUNITY SERVICE

A. AUTHORIZATION FOR THE ESTABLISHMENT OF COMMUNITY SERVICE CLASSES BY COMMUNITY COLLEGE DISTRICTS

Chapter 6 of the Education Code entitled "Community Service Classes" authorizes the governing board of any school district maintaining secondary schools to:

> "...establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical and general education, including but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contracting, aquatic sports and athletics. Such classes shall be designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled therein." (Education Code 6321)

The California Community College Handbook of Definitions and Revisions gives this definition of community services:

> "Working Definition: Education, cultural and recreational services which an educational institution may provide for its community over and beyond regularly scheduled day and evening classes." (Education Code Sections 6321-4 and California Administrative Code Title V, sections 58210-17)

Title V of the California Administrative Code, Section 58210, states that:

> "Districts are authorized, without the approval of the Chancellor, to establish and maintain community service classes in accordance with provisions of Article 12, Chapter 6, of the Education Code."

Section 52111 of the Administrative Code, Title V, states the purpose of Community Service Classes:

> "Such classes shall be designed for the physical, mental, moral, economic, or civic development of persons enrolled

> therein, to provide instruction in subjects not entitled to State apportionment under the provisions of this division."

The Education Code (6321.5) gives the local governing board the authority to permit both minor and adult admission to such classes, if in the board's judgment such persons may profit from the class. Likewise, Section 58212 of the Administrative Code, Title V, states:

> "Admission-Community Services shall be available and open for admission of adults and such minors who may profit therefrom, as the governing board of the district may decide."

The scheduling of hours and times of Community Service classes is limited only by the determination of the local governing board (Education Code 6322) and they have authority to grant appropriate certificates or "other recognition of skill or accomplishment" for such classes.

B. AUTHORITY FOR FUNDING COMMUNITY SERVICE CLASSES

1. Funding for Community Service Classes can come from several sources:

   a. The District's General Fund

   This would include monies from whatever sources constitute the District's General Fund.

   > "Governing boards may expend from the general fund of the district any money which is budgeted for community services to establish and maintain community service classes..." (Education Code 6324)

   b. Board-Authorized Fees, Contracts, Contributions or Donations

   > "Governing boards...may charge student fees not to exceed the cost of maintaining such classes or may provide instruction in such classes for remuneration by contract or with contributions or donations of individuals or groups." (Education Code 6324)

It is important to note that the Education Code specifically prohibits the reporting of community service classes for ADA.

> "Attendance of average daily attendance in community service classes pursuant to this article (Article 12 Community Service Classes) shall not be reported to the State Department of Education for apportionment. No apportionment from State funds shall be made to establish or maintain such classes." (Education Code 6323)

Title V of the California Administrative Code is equally specific:

> "...no state apportionment shall be made to districts for establishment or maintenance of community service classes." Section 58215 and 58216 state that "attendance and average daily attendance in community service classes need not be reported to the Chancellor."

2. SB6 and ADA Computations

All of the various sections of the Education Code relative to the computation of a community college district's maximum tax rate for 1974-75 and subsequent years do not authorize the use of ADA from community service classes in the formula (established by Education Code Section 20935) for determining the maximum tax rate.

Section 11475 of the Education Code provides for computation of ADA for regularly enrolled students in a community college in 13 and 14 grade courses excepting those students who are adults and also those students who are non-residents (Education Code 17666.2). Adult students are, for purposes of crediting attendance for apportionments from the State School Fund, defined as:

> "...any person who has attained his 21st birthday on or before September 1st or February 1st of the semester or quarter for which he has enrolled, and who has enrolled in less than 10 class hours..."

This adult category of student attendance is required to be kept separate from all other attendance (Education Code 11476). Section 11501-1 of the Education Code authorizes ADA for classes for adults and states that computation for such classes shall be computed as set forth in Section 11476.5 of the Education Code which provides that such ADA shall be computed using a factor established by the Department of Finance and the Board of Governors of the California Community Colleges. Therefore, regularly enrolled defined adults in the day or evening college (classes for adults) are computed in the same manner as regular students except that for adults the ADA is adjusted by the factor mentioned above.

Education Code Section 17611 states that:

> "for purposes of the computation of allowances and apportionments from the State School Fund, whenever computations of apportionments based on average daily attendance are made for community college districts, only the attendance in all classes of grades 13 and 14 and all types of ungraded classes, including classes for adults, which have been reported as attached to, or as a part of, a community college which maintains grades 13 and 14 shall be included."

And, Section 11481 states:

> "The total units of average daily attendance in the community colleges of a district shall be the total units of average daily attendance computed under Sections 11475, 11476, 11477, 11479, and 11482."

None of these sections includes community service classes. It appears that no section of the Education Code authorizes the reporting or the use of ADA from community service classes in the formula for determining a community college maximum tax rate. Furthermore, even before the financial changes of SB6, the Education Code specifically forbade the reporting of community service class attendance for apportionment purposes.

3. State Agency Manuals and the Apportionment Question

Three principal documents of concern here are the Administrative Code, Title V; the Handbook of Definitions and Revisions, California Community Colleges; and the Budget and Accounting Manual, California Community Colleges. All of these sources agree that community service classes cannot generate ADA. The California Administrative Code, Title V, states:

> "No state apportionment shall be made to districts for establishments or maintenance of community service classes." (Section 58215)

Likewise, Section 58216 provides that "attendance and average daily attendance in community service classes need not be reported to the Chancellor."

Budget and Accounting Manual, California Community Colleges, January 1974, Chapter III, entitled "Expenditures" Section 6800 Community Services states:

> "This includes activities providing general public services to the community at large or special groups within the community. Included are such activities as conferences, lecture series, institutes, recreational activities, and classes for which state apportionment is received. The latter would be recorded under the appropriate CID discipline category."

Handbook of Definitions and Revisions, April 21, 1975, California Community Colleges, takes the same posture on the question:

> "Community Services.
>
> 1. Accounting Manual Definition: 'Those services provided by the district for the community as a whole or for some segment of the community, excluding public school and adult education programs operated by the district for which state apportionment is received.' (California School Accounting Manual 11 p. 46)...

> 3. State Apportionment. 'No apportionment from state funds shall be made to establish or maintain community service classes.' (Education Code Section 6323 and California Administrative Code, Title V, Section 58215, p. 16)"

C. THE QUESTION OF THE 5¢ OVERRIDE TAX

This tax is commonly referred to as the "Community Service Tax" but no such nomenclature is used by the Education Code. Instead, it appears that such a label is a misnomer if the context includes all community service instructional classes. A close reading of the language of Education Code Section 20801 authorizing the five-cent tax would not permit revenue generated by this tax to be used for most of our community service classes. The tax is a special purpose tax authorizing expenditures in three areas:

1. Noon-Time School Yard Supervision (Education Code 13561 and 13561.1)
2. Civic Center Activities (Education Code 16551-16566)

The most liberal readings of these sections dealing with Board authority to grant the use of school grounds, buildings and equipment to public or religious groups would not be applicable to most of the course programs offered by community services. No fees, rent or compensation can be required for the use of buildings or the cost of maintenance or management for free meetings pursuant to the Civic Center Act. The language indicates that the activity is essentially community-generated and executed and not that of a formal college offering.

> "There is a civic center at each and every public school building and grounds within the State where the citizens, parent-teachers' association, Camp Fire Girls, Boy Scout troops, farmers' organizations, senior citizens' organizations, clubs, and associations formed for recreational,

> education, political, economic, artistic, or moral activities of the public school districts may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside. Governing boards of the school districts may authorize the use by such citizens and organizations of any other properties under their control, for supervised recreational activities." (Education Code 16556)

3. Community Recreation Act (Education Code 16651-16664)

The third authorized area for the use of the five-cent tax is relative to the provision of programs for community recreation by school districts and other agencies. The purposes of such provisions are:

> "to promote and preserve the health and general welfare of the people of the State and to cultivate the development of good citizenship by provision for adequate programs of community recreation." (Education Code 16651)

This section of the Code authorizes public corporations or districts having powers to provide recreation to:

> "organize, promote, and conduct such programs of community recreation as will contribute to the attainment of general educational and recreational objectives for children and adults of the State." (Education Code 16651)

It is this last section that contains the potential for applying the five-cent tax to certain of the programs offered by community service; in particular the phrase "...general educational and recreational objectives."

Section 16652 of the Education Code defines "recreation" as:

> "any activity, voluntarily engaged in, which contributes to the physical, mental, or moral development of the individual or group participating therein, and includes any activity in the fields of music, drama, art, handi-

> craft, science, literature, nature study, nature contracting, aquatic sports, and athletics, or any of them, and any informal play incorporating any such activity." (Education Code 16652)

and "community recreation" and "public recreation" as

> "such recreation as may be engaged in under direct control of a public authority." (Education Code 16652)

But it is equally clear that such activities must be free to the public:

> "No events for which an admission price is charged shall be held pursuant to this chapter" (Community Recreation Chapter 6) "except amateur athletic contests, demonstrations, or exhibits and other educational events."

It might be argued that the exceptions so stated above include the phrase "and other educational events" which could conceivably be interpreted to mean that community service fees could be charged for such activities. Whether certain of community service classes and activities could properly be paid for from the revenue produced by the override five-cent tax under this section of the Code would require a case by case analysis. It would appear that this tax is primarily designed for expenditures which are separate from the instructional program of community services.

D. SUMMARY

1. The Education Code authorizes the Governing Board to offer community service classes, but specifically forbids any attendance reporting from these classes for purposes of ADA computations.
2. The five-cent override tax appears to be primarily intended for specific purpose uses other than the instructional programs of community service. Clearly, some program offerings of community

service might be properly charged against this tax, but others would not appear to fit the intended application of this tax.

3. Governing Boards can finance community services from the District's General Fund, Student Fees (Education Code 6324) and certain Community Service Programs from the five-cent override tax.

III. ADMINISTRATIVE OPERATIONS RECOMMENDATIONS FOR COMMUNITY SERVICES

Fiscal

1. Monies from the District general fund and student fees should be the principal sources of funding for community service classes. The sum of District general fund monies and fees cannot exceed the direct cost of the class.
2. No community service class attendance should be reported to the state Chancellor's office for the purpose of ADA apportionment monies.
3. Classes for Adults (Graded and Adult Classes) should be funded from the instructional budget and Defined Adult Tuition. (No five-cent override tax monies shall be used for Classes for Adults.)
4. The five-cent override tax monies should be used for community service classes only after a careful case by case analysis of each class to determine whether such a class meets the requirements and spirit of the Civic Center Act and the Community Recreation Act.
5. Community service classes which are funded by the five-cent tax monies should be non-fee courses.
6. Community service classes designed to serve a specific or particular group should have a fee charge except classes for the disadvantaged.
7. All in-service upgrading or relicensing community service classes, excepting those offered for disadvantaged persons or groups, should

be self-supporting to the degree that all direct costs are covered by fees.

8. Salaries of Community Service Offices and other indirect costs of such offices, should be charged to the five - cent override tax only to the extent that it reflects the community service office's efforts with the Civic Center Act and the Community Recreation Act.

9. The student fee charge can be waived by the administrator in charge of community service classes for any of the following reasons:
   a. the student is 62 years of age or older;
   b. the student is a full-time employee of the District, or a child or spouse of a full-time employee of the District;
   c. the student is determined by the designated Community Service Administrator to be a hardship case.

10. Budget allocations to each of the colleges shall be apportioned on the basis of demographic populations in each of the three college service areas.

11. The District should make clear administrative, fiscal and publication distinctions between community service classes and "adult classes" (ungraded) especially thost that qualify for ADA apportionment monies.

12. Common pay schedules should exist and be uniformly utilized at each of the colleges.

San Mateo Community College District Criteria for Distinguishing Community Service Classes from Adult Classes (ungraded) and Graded Classes

1. Community service classes are generally short term, less than a full semester in length.
2. The subject content of community service classes shall not fully duplicate the content of any regular day course or program or any adult course or program of the District.
3. Community service classes fill a need which is immediate.
4. Community service classes need not be limited to adults, but can include minors and children or be for only minors and children.
5. No specific credential is required for a community service class.
6. No class for which the District receives state apportionment monies can be a community service class.
7. Community service classes shall be offered on a non-credit basis (requires a change in District Rules and Regulations 6.90 a. and b.).
8. Community service classes should not be repeated more than twice. If the interest in a particular class continues beyond two community service schedulings, the class should be transferred to the continuing education structure of the colleges (requires a change in District Rules and Regulations 6.70).

Program Approval for Community Service Classes

1. Community Service classes can be offered with the approval of the college President (requires a deletion to District Rules and Regulations 6.70).

2. The Dean of Instruction at each college shall semesterly review at each college all Community Service classes for the purposes of:
   a. avoiding duplication of "adult classes" or graded classes;
   b. determining whether successful community service classes shall become continuing education classes or regular day courses;
   c. insuring that no claims were made for any ADA apportionment monies for Community Service classes.
3. Program coordination between the colleges shall be the responsibility of the Director of Planning Services and shall be accomplished prior to the printing of each college's community service brochure or schedule.

Periodic and Annual Reports

1. A semesterly report concerning all community service programs shall be submitted to the Board of Trustees by the Community Service Administrators at each of the three colleges. The report will disclose:
   a. the number and kinds of programs offered;
   b. attendance records and student profiles;
   c. such financial matters as (see Budget Reporting Chart, p.).
      (1). Income from each funding source for community services programs, adult classes that do not qualify for state support, community services programs that come under the Community Recreation Act and the Civic Center Act and Operational Community Services.
      (2). Expenditures for the same categories showing direct and indirect costs.

San Mateo Community College District

	INCOME					EXPENDITURES										
								DIRECT COSTS				INDIRECT COSTS				
	Enroll-ments	General Fund Budget	Fee Income	Other	TOTAL	Lecturers	Facility Rental	Printing	Supplies	Other	TOTAL	Adminis-tration	Supplies	Other	TOTAL	Balance or Deficit
A. Comm.Svcs. Program																
B. Adult Classes (that do not quali-fy for State support)																
C. Comm.Svcs. Program - Instr. (Comm. Rec. Art & Civic Center)																
D. Other Comm.Svcs. (non-instr.) Maint. & Operation Civic Center Usage Coordination Comm.Adv. Public Info. Library																

CHAPTER V

ALTERNATIVES FOR ADMINISTRATIVE ORGANIZATIONS OF COMMUNITY SERVICES

ALTERNATIVES

FOR ADMINISTRATIVE ORGANIZATION

OF COMMUNITY SERVICES

This section of the report will consider both the present and alternative methods of managing the community service programs of the S.M.C.C.D. In particular it will discuss:

I. What the current management structure is; its strengths and weaknesses.

II. A consolidation of the results of two days of meetings among the representatives of the three college community service programs with staff of T.A.I.

III. A brief analysis of management problems from the District point of view.

IV. Some alternative management structures measured against the fore-going with the pros and cons of each.

  A. An involuntary coordination effort among the existing community service directors.

  B. A staff district coordinator who facilitates negotiations among the college programs.

  C. A district line coordinator of programs who directs the cooperative implementation of programs among the colleges with college community service officers who maintain a liason but not a line relationship with the college of their affiliation.

D. A District Director of Community Services with the entire present staff of the three college community services officers under his direction. This position is at a level near that of the college president and administers the community services function directly to the district.

E. A District-wide Program Committee to establish which district programs, day, evening (continuing education), and community services, will be assigned to each college. This committee will also determine for the District uniform methods of fiscal and attendance reportage and in co-operation with the Planning Director will advise colleges of long range District priorities for programs and capital outlay.

I. The Existing Community Services Management Structure:

Currently there is a line relationship between the three college community service officers through their respective presidents to the Superintendent. Decisions are made or striven for through a voluntary lateral coordinating committee of these community services officers. Where no decisions can be reached, the problem is passed upward to the District Council (Superintendent and three Presidents) where the council ultimately must make the decision. In effect, under this system the District Council acts as the authority and directing body of the community services program by default rather than by design.

As noted in earlier sections of this report, the philosophies, fiscal methods and programs of these three programs vary widely and consequently the District Council is forced with a variety of decisions concerning the management of the individual programs. There is no district community services program but a negotiated continuum of three programs.

Despite differing philosophies and reporting methods the three programs have developed, each in its own way, to be recognized as successful by the community and by other institutions. Having each college responsive to the needs of its locale as well as to the input of its faculty leads to program development that is different from but supplemental to the course offerings of the local college.

Inequities in fiscal allocation, staffing and the continuance of attributing certain district functions (Hillbarn, the nursery schools, College of the Air, and the Planetarium) to College of San Mateo, compounded by differing fee structures and A.D.A. calculation procedures lead to a confusing and complex problem when the District community services function is under discussion.

II. Statements and Concerns Of Those Presently Involved in Community Services Management.

During a two day meeting among the three college's community services officers and members of the T.A.I. staff the following concerns were identified:

1. That the functioning of community services on the campuses as arms of the colleges has significant advantages to the community services officers who can work with the college administration to assist in the utilization of existing staff; can work directly with the divisions of the college in program development; can serve to expand the horizons of the college staff in a kind of in-service function; can lend the prestige of community services programs to the local institution; and do serve major public information and public relation functions for the District. It is agreed that these characteristics of the community services function are important characteristics and in whatever organization ensues ought to be maintained.
2. That a major inhibiting factor in the growth of community services in the San Mateo District is the current limitation of staff for program development and operation. It appears that the three community services arms of the District are presently operating at full staff capacity and if the community services programs are to be expanded to meet the full demands of the community, then two things must happen: 1) additional staff positions must be authorized and the funds for these made available and, 2) additional program money must be budgeted.
3. That community services must be sufficiently free to respond quickly to community demands or community concerns and sufficiently free of the encumbrances of the institutional

structure that experimental program development can be done without undue delay, if the community services are to serve a different kind of function from that of the established educational program.

III. Analysis Of The Management Problem From the District Level.

As acknowledged in Section I of this chapter, the three community services programs sponsored by the district have grown and are fulfilling certain identified needs in their sections of the county. There are both managerial and programatic problems with the operation of three seperate and uncoordinated programs. The following listing is not in a priority format; time, data limitations, and individual philosophies prevent such catagorization. The listing should be considered as a series of concerns which have developed over the past years and should be kept in mind when viewing alternative solutions of the development of a district community services program.

A. Independent reporting systems have lead to confusion in the allocation of funds and approval of programs for the three college community services programs.

B. Seperate brochures and duplication of mailings have led to criticism from the public.

C. The lack of a master calendar for the district makes it difficult for residents to attend events that are most conveniently located.

D. The success of a program on one campus leading to its replication on another causes marginal participation whereas cooperation and proper timing would serve the district resident better.

E. The duplication of community needs assessment and correspondence with community groups is wasteful and limits utilization of funds.

F. Each college community service officer must be an expert in all areas of community service, limiting the utilization of individual expertise.

G. Lack of coordination of programs among the three colleges.

H. There is a replication of programs and a lack of coordination among the colleges concerning day, evening, vocational, and community services offerings.

I. It is a possibility that a solution of the community services problems could be a precedent for the solutions of other problems of coordination in the district.

IV. Alternative Management Structures.

This section of the report contains descriptions of five alternative systems for management of the S.M.C.C.D. community services function. In each instance a brief description of the system will be given and reference will be made to the probable effect the system would have on the strengths of the present system (Section I), the implementation of the statements made by the current staffs (Section II), and the ability of the system to deal with the concerns listed in the analysis (Section III).

A. Involuntary Coordination.

- This plan calls for the establishment of a Community Services Intercollege Planning and Coordinating Council (referred to, hereafter, as the Council).
- The Council would have three members, one member from each college, selected by the president of that college. The chairperson of the Council would be selected by the Chancellor from among the three members. All members of the Council must be present to constitute a quorum, however, substitutes are permitted.
- The Council will hold regularly scheduled half-day meetings fortnightly at locations to be determined by the members.
- The chairperson will prepare and distribute an agenda seven days prior to each meeting. Each member may submit items to the agenda.
- Official minutes will be kept by the chairperson, and the minutes will be distributed seven days after each meeting.
- Distribution list for minutes and agenda will include the Council and the Chancellor's District Council.
- Council members will attempt to reach a consensus on all agenda items.

- Should the members be unable to reach a consensus on any item within three regularly scheduled meetings after the item first appeared on an agenda, the person who originally placed the item on the agenda may submit the item through a campus president to the Chancellor's District Council for discussion and decision.

FUNCTIONS

The Council members will undertake the following minimum functions:

- Give priority to and place the most emphasis on pre-planning of community activities and educational programs;
- Coordinate activities and programs to reduce or eliminate a duplication of effort devoted to developing the same or similar activities and programs, thereby making more programs available with the existing staffs;
- Identify areas requiring research and jointly conduct an appropriate inquiry, analyze data and plan programs addressed to the conclusions drawn from inquiry;
- Develop procedures for exchanging and rotating programs when appropriate from college to college, thereby making programs more uniformly available throughout San Mateo County;
- Develop procedures whereby one or more members can work jointly with county civic, professional, service, and social organizations to develop, offer and co-sponsor programs;

- Maintain a balance of single lectures, short courses, lecture series, conferences, workshops and seminars on each college campus and in each service area;
- Identify constituencies presently unserved or underserved and jointly plan appropriate programs;
- Develop uniform procedures for compensating instructors setting fees, handling refunds, issuing Senior Citizen Cards, and bringing similar matters into uniformity;
- Establish uniform instruments for reporting data relative to enrollments, income and expenses, types of events and public usage of facilities under the Civic Center Act;
- Establish simplified and uniform reports intended for the Board of Trustees;
- Explore the feasibility of jointly publishing a single brochure to inform the public of various activities and programs offered at each campus, giving consideration to possible savings and other possible advantages that might result from a joint publication;
- Coordinate mailing lists for both seperate and cooperative publications and share mailing lists for specialized interest groups, thereby improving the probability that constituencies will receive appropriate information.

This organization could undoubtly accomplish all of the services that are currently performed by three community services agencies. It would, by establishing common reportage procedures, overcome much of the criticism of the community services program. The principal draw back of the plan is that compulsory meeting and compulsory negotiation does not greatly increase the probability of agreement and the District Council and in effect the Chancellor would have to resolve those issues where agreement could not be met. History indicates that there would be many disagreements which involuntary coordination would not resolve.

B. District Staff Coordinator.

This plan calls for line relationship between each community relations office and the college of its location and the establishment of a Community Service Planning and Coordinating Council in much the same manner, and with the same functions as indicated in part A. The difference here is that the Council would be headed by District Coordinator of Community Service on the staff of the district office. The coordinator would have liason with each of the college's Community Service officers, would function as chairperson of the Council and would facilitate the functions detailed in (A) above.

While the existance of such a District staff person would probably influence the solution of negotiated problems, the District Coordinator has no authority to direct settlement of a dispute nor can he alter procedures or programs if the Council does not agree with the alterations. Unresolved disputes would still flow through the lines of responsibility from Community Services to Presidents to the Chancellor's office. The staff relationship of the Coordinator with the Chancellor would permit the Chancellor to be better briefed but the Chancellor would still be making the final decision.

C. District Director of Community Services.

This structure calls a reversal of the line and liason relationship discussed in (B) above. That is the community service officers on each college campus would have a liason relationship with that college and a line relationship with the District Director of Community Services. The District Director of Community Services would have a line relationship with the Chancellor and would serve as a member of the District Council or Chancellor's Council.

This structure, to maintain the advantages of the present system, must have community services officers at each college responsive to local college needs and serving the generally designated service area of the colleges but at the same time serving as general officers of the District considering district-wide programmatic needs.

Further, it seems apparent that the community services area needs to be separated in its fiscal relationships from the regular educational program and be established as a separate cost center with its own budget development, budget control, and ultimate single accountability for overall program expenditures. In addition, for greatest economy of effort and the best utilization of resources, community services staff presently maintained in separate college offices should be considered a common pool of talent for district-wide community services and program development.

Because a critical point in organization is decision making, it seems apparent that any new organization ought to be considered a separate entity responsible for its own program decisions and its own resource allocations; that is, budget-making decisions.

This would call for the development of a separate center patterned after the model of the present college structure with the three college program directors having two functions: 1) serving as college officers for the liason, coordination, and direction of programs in and about the individual colleges, and 2) operating as District officers in a cabinet post for the district-wide community services center. So that decision-making responsibilities would ultimately be assigned, it would be imperative that one individual (whether one of the three college officers or yet a fourth party) be assigned the role of District center director to serve in a cabinet role with the Chancellor's Council in District level negotiations with the three colleges. These negotioations would be concerned with the following items:

1. The development and coordination of programs clustered at and about the individual colleges.
2. The pro rata sharing of direct costs for certain college's program operations, and maintenance.
3. The future of district-wide programs such as television, Hillbarn Theater, planetarium, and others which might be considered on-going fixed costs against the community service budget.
4. Program allocation by college service area or by program type.
5. Allocation of resources to utilize existing staff or to sustain existing programs at the college.

In addition, it would be a function of the District Council to develop overall long-range and short-range program development strategies from community services which would determine basic budget allocations for the overall system. In such negotiations it would be important for the system, as a developmental arm of the District, that discretionary funds be set aside for use in the development of new programs or special programs in the same fashion that corporations set aside venture capital funding for efforts outside their usual boundaries of operation.

In the area of program development and program approval it would be mecessary, if the independent character of the community services center were maintained, that the program approval mechanisms be removed from the various colleges. An exception to this procedure would be the need for the community services officer at the local college where credit programs are proposed to take these through the established academic channels.

In short, what is proposed in the new organization is the development of a separate district side center comparable to although of lesser magnitude than the present colleges with the director of the center reporting directly to the Chancellor as do the Presidents of the colleges and sitting on the Chancellor's Council as the representative of an important arm of the district-wide educational program. It is not proposed that this District center director function be filled at a Presidential level, at least in the interim steps of orgainization.

This "District Director" plan has advantages over the present voluntary coordination, the proposed plan A (Involuntary Coordination) and the proposed plan B (District Staff Coordinator) in that it introduces an office which would resolve programmatic and fiscal disputations among the three college offices. In fact, the three college offices would no longer belong to the college but would be branch offices of the District Community Services Center. There are advantages in the utilization of the expertise of individual staff members since these employees would now be working on a unified district program rather that the program of one college.

There are several disadvantages of the "District Director" structure. The staff of one of the offices operating at a college would have no line relationship with the college and would not be under the authority of the President of that campus. There undoubtably would be some weakening in the link between the college and the community services office located on its campus. The subtle comradery of being under the same authority would be lost. In one district which operates a system similar to this, the local college institutes programs into its curriculum in order to compete with community services for A.D.A.

In all probability the public and the faculty would view the establishment of a District Director of Community Services with disapproval. The public would be concerned with the additional costs of establishing a new office and the proliferation of administration at a time when local teachers are being relieved of their jobs. The faculty would share the public view but would also question this type of solution to competition among the three colleges. Such competition and replication of programs and disputes exists among the colleges concerning evening college, vocational education and

and the day offerings as well.

D. A Fourth College.

The fourth alternative is a district directed rather than college directed program. In a sense this is a fourth college with all of the community service staffs now unified and at a common location. This structure would have all of the advantages of (C) with the District Director as the decision maker and full utilization of the potential of the staff being made available to the entire district. There would be no coordinative problems since there are no Community Services officers located at the colleges. There would be limited, planned, duplication of programs, single brochure, single mailing list and only one style of reporting program enrollment and fiscal information.

The disadvantages of this structure (as with C) is the loss of contact with the colleges, the loss of input from faculty, the possible lack of community identity with a college, the increases in costs and , as noted, (in C), the possible perspective of this solution of centralization as being the precedent upon which further conflicts will be resolved by removing the decision process from the colleges to the District.

E. District-wide Program Committee

This structure envisions the establishment of a broadly based district-wide committee possibly including faculty, students, administrators, and classified staff whose purpose would be to determine the location of community education courses throughout the colleges of the district.

This committee would include the District Director of Planning with his staff as resources. It would also use consultative services in those areas where specialists are needed in order to utilize a broad information base upon which decisions would be made. The constuction of such a committee is based on the philosophic position that even though a person who is selected for the committee is a student or employed at one of the colleges, that person can have a "district view" and can make information based decisions which are designed to utilize our resources to the maximum in serving the people of San Mateo Community College District. The problems of duplication and inequitable expenditure are not restricted to Community Services alone and should not be treated in isolation. What is needed is a body with a view toward the entire educational program being offered to the district rather than oriented toward Community Services from one college.

The present line relationships between community services officers and college Presidents would be preserved under this plan. The involuntary coordination between the colleges--with meetings, reports and functions--as outlined in section (A) could be implemented. Under this structure the District Program Planning Committee would give guidelines to the colleges and to the Inter-College Coordinating Committee (see A). These guidelines would be both fiscal and programmatic. In those instances when the Inter-College Coordinating Committee cannot resolve a problem, the problem together with rationale will be presented to the District Program Planning Committee for resolution and possible alteration of the guidelines.

The advantages of this plan lie in the continuation of the association and interaction of each community relations officer and staff with the present college affiliations. The establishment of a District Committee is a no cost item which relieves the district of criticism from the public and the non-centralizing of the Community Service function and lowers the apprehension of the faculty. The breadth of the scope of the work of the District Committee makes it a planning rather than a fire fighting operation. It also assures that the problems will be viewed with their solutions being part of the overall district offerings and philosophy.

The disadvantages of the structure lie in the area of time. Committees do not administer. An individual can move faster on a problem than a committee and it might well be that the committee, after establishing guidelines for Community Service will then have to establish procedures for dealing with problems which require speed.

CHAPTER VI

RECOMMENDATIONS

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RECOMMENDATIONS

This chapter will be restricted to the recommendation from the District Planning Staff Subcommittee Members concerning the appropriate administrative structure for community services. The recommendation is based upon these considerations:

1. The existing data and knowledge that the subcommittee gained in a relatively short period of time in studying the community services of the San Mateo Community College District.
2. The realities of the existing philosophical and political environment at the time of this recommendation.

The subcommittee had hoped that a thorough investigation of the issues surrounding community services would have led to a single obvious conclusion for administrative structure. Continued study in greater depth of many of the areas that have been recommended for further study in our report might still do so, but at the present moment the data does not dictate one particular administrative structure as being (obviously) the best. The subcommittee feels very strongly that their examination of the community services problem clearly indicates a need for:

1. Coordination
2. Accountability
3. A District statement that clearly addresses the fiscal and legal problems associated with the administrative operations of community services.

4. A better balance of fiscal dollar resources for programmatic purposes that is directly related to the demographic realities of the county.
5. A better balance of community services programs, both within the colleges and between the colleges that would effect a better balanced community services student profile.

The above convictions weighed very heavily in the subcommittee's effort to come to a common recommendation for administrative structure. It was agreed that the existing administrative structure could not rectify the above concerns. It was felt that two of the alternative management structures discussed in Chapter V would not be effective in resolving these same concerns. The involuntary coordination model had only limited potential for addressing the coordination problem, but its chief weakness was that it still did not speak to the question of accountability in any clear and precise way. The fourth college model addressed many of the above concerns, but it was felt that a sharp and complete break with the colleges would result in the loss of important historical relationships with the colleges that have been a vital part of community services in the San Mateo Community College District.

The three remaining administrative organizational structures discussed in Chapter V, (The District Staff Coordinator, the District Director of Community Services, and the District-wide Program Committee) all speak to the subcommittee's identified concerns. The degree of each alternative structure's effectiveness varies with each of the particular concerns.

Finally, the subcommittee recognizes that any proposed structure that would ignore the historical development, identity, philosophy and political realities inherent in the community services programs of the San Mateo Community

College District, runs the heavy risk of creating a climate of counter-productive alienation that would limit its ability to be immediately effective in rectifying these urgent concerns, and therefore recommends that community services in San Mateo Community College District be reorganized to have a District Staff Coordinator as discussed in Chapter V of this technical report.

UNIVERSITY OF CALIF.
LOS ANGELES

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